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ABSTRACT

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

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Resources in Vocational Education

11

1978 Volume 11 Number 2

ED156894

CE 017 254

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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- ☐ New contracts and grants
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- ☐ Calendar of events
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	Excellent	**Very Good**	**Good**	**Fair**	**Poor**
a. **Relevance.** Fulfills the information needs of users.	E	VG	G	F	P
b. **Accessibility.** Full texts of documents are easy to acquire.	E	VG	G	F	P
c. **Organization.** Publication is attractive and well organized.	E	VG	G	F	P
d. **Currency.** Provides current awareness of products and projects.	E	VG	G	F	P

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Please fold this form in three sections with the National Center address and postage paid permit on the outside, staple and return.

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CE 017 257

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

ED 137 505 08 **CE 009 927**
Lee, Arthur M.
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.
Northern Arizona Univ., Flagstaff. Project Baseline.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.—P-5573
Pub Date Nov. 76
Contract—OEC-0-72-0414
Note—188p.; For a related document see CE 010 512
Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 137 618 CE 010 789

Currao, Joseph Uvarzewicz, Louis

Machine Shop Operations–2. Milling Machine, Heat Treatment of Metals, and Grinders.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Mar 77

Note—88p.; Several pages contain photographs that may not reproduce well

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Industrial Arts, Instructional Materials, Job Skills, *Learning Activities, *Machine Tool Operators, *Machine Tools, Metal Working Occupations, Secondary Education, Sheet Metal Work, Shop Curriculum, *Skill Development, Teaching Guides, Trade and Industrial Education, Vocational Education

This manual was prepared for the student who plans to enter the machine shop field. The 20 selected jobs provide the student with knowledge and step-by-step procedures for the operation of milling machines. The text is organized so that each job has an objective, tools needed, step-by-step instructions, a progress quiz, and space for reference, thereby allowing each student the opportunity to study the steps and the progress quiz before starting work on a machine. The entire organization is designed to help the teacher work efficiently in teaching each individual student. A sample progress chart is provided to help the teacher keep a record of the jobs performed by each student, the grade, and the degree of progress for each job. Five major categories are included: Horizontal Milling Machine (Principal Parts of a Milling Machine, Milling Machine Cutters, Use of Selected Cutters, and Milling Machine Setups), Horizontal Milling Machine Projects (14 jobs), Vertical Milling Machine (Cutters and Principal Parts), Vertical Milling Machine Projects (6 jobs), and Review of Milling Machines. (HD)

ED 137 619 CE 010 799

Morse, Dean

Pride Against Prejudice: Work in the Lives of Older Black and Young Puerto Rican Workers. Final Report.

Journal Cit—BBB13219

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[76]

Contract—71-34-70-04

Note—257p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Age, Attitudes, *Blacks, Case Studies, *Employment Patterns, Employment Problems, Equal Opportunities (Jobs), Ethnic Origins, Ethnic Status, Labor Market, Minority Groups, Puerto Rican Culture, *Puerto Ricans, Social Attitudes, *Social Discrimination, *Social Integration, *Work Attitudes

Selected and edited from approximately 100 lengthy open-ended interviews with older black men and women and young Puerto Rican men and women in New York City and Newark, New Jersey, transcripts are presented in which 12 of the older black men and women and six of the young Puerto Ricans describe their work experiences and how they were related to such things as schooling, training and experience, housing patterns, information about jobs, and health. Focus in the selection of material is on revealing the individual's struggles against pervasive patterns of discrimination in schools, work situations, military service, housing, and the like. Two introductory sections place these accounts in the context of economic and social developments taking place in the country at large and in the central cities of the northeast, using material drawn from all the interviews. A conclusion compares and contrasts the experiences of older blacks and young Puerto Ricans and discusses the qualitative characteristics of the operation of labor markets and employment systems which emerge from the material collected. (Author/TA)

ED 137 620 CE 010 877

National Apprenticeship and Training Standards for Sign, Display, and Allied Workers Industry. Revised.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date—76

Note—40p.; Appendix C may be marginally legible due to small print of original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Apprenticeships, Career Ladders, Federal Government, Federal Legislation, *Labor Standards, Labor Unions, On the Job Training, *Sign Painters, Signs, Skilled Occupations, Skilled Workers, *Standards, Trade and Industrial Education

Identifiers—Brotherhood of Painters and Allied Trades

Intended to provide a uniform pattern for use by employers and labor representatives in setting up and operating effective apprenticeship programs for sign, display, and allied workers, guidelines are listed under the following headings: Definitions, qualifications for apprenticeship, selection of apprentices, term of apprenticeship, related instruction, ratio of apprentices to journeymen, apprentice agreement, probationary period, apprentice wages, veterans allowance, credit for previous experience, basic hours of work for apprentices, supervision of apprentices, consultants, accident prevention, adjusting differences, work experience, and certificate of completion. Guidelines are also provided for adapting the national standards to local use. These include suggestions on formation of a local joint apprenticeship committee, duties of local committees, responsibilities of apprentices, modification of standards, and assistance from cooperating agencies. Federal laws and regulations affecting the employment and training of apprentices are summarized. Appendix A is a model affirmative action program. Appendix B contains work process schedules provided as examples of the type of work experience and training (stated in number of hours for various subcategories) considered necessary to develop a skilled and productive worker in each of four categories: Sign, display, illuminated sign, and screen printing industry; general sign displayer and display and exhibit builder apprentices; screen process apprentices; and sign manufacturing apprentices. Also appended are examples of apprentice recordkeeping forms and a list of regional offices of the Bureau of Apprenticeship and Training. (JT)

ED 137 621 CE 010 881

Fullerton, Howard N., Jr. Byrne, James J.

Length of Working Life for Men and Women, 1970. Special Labor Force Report 187. Revised.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—76

Note—22p.; Reprint from Monthly Labor Review (February 1976) ; Tables may be marginally legible due to small print of original document

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Age Groups, Comparative Statistics, Employment, *Females, Labor Force, *Males, Marital Status, *Measurement Techniques, Statistical Analysis, Tables (Data), *Trend Analysis, *Work Life Expectancy

Identifiers—United States

Noting that data from 1970 working life tables indicate that since 1960 worklife expectancy has continued to edge downward for men and to lengthen for women, this report briefly discusses continuing trends in the worklife of men and women from 1900 through 1970. Women's worklife is presented in terms of single women; mothers; widowed, divorced, separated women; childless women; and separations and accessions among women. The appendix comprises the majority of the report (13 pages) and includes a brief description of two measures of working life expectancy; and a six-page discussion of the working life table (its uses and a description which includes how data are computed for the number of persons living; percent of population in the labor force; number in the labor force; average number of remaining years of life, of working life for the population, of working life for the labor force, of nonlabor force activity for those in the labor force, and of nonlabor force activity for those in the population). The five 1970 working life tables are presented for men, single women, ever-married women to whom no children were ever born, ever-married women in the labor force after the birth of last child, and for divorced, widowed, and separated women. (SH)

ED 137 622 CE 010 936

Career Education Consulting Package. Pack I. Counselors.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Feb 76

Note—22p.; For related documents see CE 010 936-941

Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, *Consultants, *Counselor Role, Counselor Training, *Curriculum Development, Junior High Schools, *Program Planning, Resource Guides, Resource Materials, Teacher Workshops, *Workshops

This career education consultant package for use with counselors is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide", ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package contains an outline presentation to counselors which provides a general overview of career education and techniques, and methods of implementation of career education. The greater part of the package is a suggested presentation of career education to junior high counselors and teachers. Its purpose is to stress the importance of having counselors and teachers increase their involvement in career education, show ways in which they may further their involvement in career education, get them involved in one simple activity, and provide resources on career education. (TA)

ED 137 623 CE 010 937

Career Education Consulting Package. Pack II. Primary K-3.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Feb 76
Note—44p.; For related documents see CE 010 936-941
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, *Consultants, *Curriculum Development, Elementary Education, Elementary School Teachers, Learning Activities, *Program Planning, Resource Guides, Resource Materials, *Teacher Workshops, Workshops

This career education consultant package for use with staff at the primary grade level is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, was used as a reference work for the packages.) This package contains workshop materials including general information suggestions, 15 occupational clusters appropriately illustrated for primary grades, discussion of objectives to career awareness, goals of career education in grades K-6, a discussion of the meaning of work, and a selected reading list. (TA)

ED 137 624 CE 010 938

Career Education Consulting Package. Pack III. Junior/Senior High.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Feb 76
Note—62p.; For related documents see CE 010 936-941
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Education, *Consultants, *Curriculum Development, Junior High Schools, Learning Activities, *Program Planning, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Special Education, Teacher Workshops, Vocational Education, *Workshops

This consultant package for use with staff at the senior high level is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package includes an outline for a workshop at a junior and senior high school, an outline for introducing career education to vocational educators, a special education consultant's kit, and various materials, activities, and handouts for use with students. (TA)

ED 137 625 CE 010 939

Career Education Consulting Package. Pack IV. Intermediate.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Feb 76
Note—37p.; For related documents see CE 010 936-941
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Education, *Consultants, *Curriculum Development, Group Relations, Intermediate Grades, Measurement Instruments, *Program Planning, Resource Guides, Resource Materials, *Teacher Workshops, Workshops

This career education consultant package, designed for use with staff at the intermediate grade level, is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Conselor's, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, was used as a reference work for the packages.) This package contains resource materials for use by the consultants, suggestions for display articles at inservice meeting workshops, a form for analysis of personal behavior in groups, statement of career education goals, and other handouts for teachers to use in helping students' personal and vocational development. (TA)

ED 137 626 CE 010 940

Career Education Consulting Package. Pack V. Administrators.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Feb 76
Note—47p.; For related documents see CE 010 936-941
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrator Role, *Career Education, *Consultants, *Curriculum Development, Elementary Secondary Education, Principals, *Program Planning, Resource Guides, Resource Materials, School Administration, *Workshops

This career education consultant package for use with school administrators is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, junior and senior high, intermediate, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package includes an introduction concerning career education needs, which is extended to include general information, definitions, justification, and purpose. Specific information for school administrators is also presented, including an overview of career education, a discussion of infusion of career education into curriculum and the cost of implementation, examples of previous career education projects in other schools, possible pitfalls, and transparencies and handouts. (TA)

ED 137 627 CE 010 941

Career Education Consulting Package. Pack VI. Handouts and Transparencies.

Marshall Univ., Huntington, W. Va.Regional Education Service Agency, Region 5, Parkersburg, W. Va.West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—76
Note—83p.; Pages H.1.1-H.1.3, containing a teacher's personal story ('Cipher in the Snow"), were copyrighted and therefore removed; They are not included in the pagination; For related documents, see CE 010 936-941
Available from—West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Education, *Consultants, *Curriculum Development, Elementary Secondary Education, *Program Planning, Resource Materials, *Workshops

This package of handouts and transparencies is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, junior and senior high, intermediate, and administrators. The 17 handouts and 3 transparencies are to be coordinated with workshop activities in the other packages. Major topics covered in the handouts are "Straight Answers on Career Education" (by Kenneth Hoyt), "Thinking of Bringing Career Education to Your School System," and "Career Education–Where Are We Going?" Other materials briefly present local experiences and activities in various States. (TA)

ED 137 628 CE 011 062

Fisher, Harold S. And Others

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume II. Task Analysis Results.

Journal Cit—RMQ66000
Muskegon Area Intermediate School District, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 76
Contract—OEG-0-74-1669
Note—490p.; For related documents see CE 010 459 and CE 011 062-064
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—Agricultural Education, Agricultural Machinery Occupations, *Agricultural Occupations, Agricultural Research Projects, Agricultural Technicians, Curriculum Development, Farm Management, Farm Occupations, *Job Skills, Junior Colleges, Laboratory Technology, Land Use, Occupational Information, Off Farm

Agricultural Occupations, Research, Secondary Education, *Task Analysis, Technical Education, Vocational Development, *Waste Disposal, *Water Pollution Control, Water Resources
Identifiers—*Michigan, Michigan (Muskegon County)

This is the second volume of a four-volume report of a research project designed to (1) identify job needs for agricultural occupations which will result from the Muskegon County Wastewater Management System and perform a task analysis on each occupation, (2) develop instructional modules and determine their place in either high school or 2-year college programs, and (3) implement an articulated curriculum with actual programs. This volume focuses on the first objective–task analysis. The introductory section discusses project activities performed in analyzing tasks for related occupations and occupations concerned with wastewater management systems. The majority of the document (211 pages) is composed of task analysis results for the occupations identified: wastewater treatment operator, wastewater treatment laboratory technician, agricultural equipment mechanic, farm equipment operator, farm manager, field supervisor, irrigator, and grain drier operator. Using a column format, the following information is presented for each occupation: Job skills (percent indicated entry skill and relative importance in percentages), job knowledges (relative importance in percentages), job behaviors (relative importance in percentages), and basic skills (relative importance in percentages). The four appendixes contain information related to data collection, with appendix A illustrating the format used to collect data pertaining to job skills, knowledges, behaviors, and basic skills for the occupations studied. (SH)

ED 137 629 CE 011 063

Fisher, Harold S. And Others

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume III. Student Terminal Performance Objectives and Instructional Modules.

Journal Cit—BBB09463
Muskegon Area Intermediate School District, Mich.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Jan 76
Contract—OEG-0-74-1669
Note—889p.; For related documents see CE 010 459 and CE 011 062-064
EDRS Price MF-$1.67 HC-$47.55 Plus Postage.
Descriptors—Agricultural Education, Agricultural Machinery Occupations, *Agricultural Occupations, Agricultural Research Projects, Agricultural Technicians, *Behavioral Objectives, Curriculum Development, Farm Management, Farm Occupations, Job Skills, Junior Colleges, Laboratory Technology, Land Use, *Learning Modules, Off Farm Agricultural Occupations, Secondary Education, *Skill Development, Technical Education, Vocational Development, *Waste Disposal, *Water Pollution Control, Water Resources
Identifiers—*Michigan, Michigan (Muskegon County)

This is the third volume of a four-volume report of a research project designed to (1) identify job needs for agricultural occupations which will result from the Muskegon County Wastewater Management System and perform a task analysis on each occupation, (2) develop instructional modules and determine their place in either high school or 2-year college programs, and (3) implement an articulated curriculum with actual programs. This volume focuses on the second objective–student performance objectives and instructional modules. Performance objectives are presented for each of the eight occupations identified in relation to wastewater management systems: Wastewater treatment operator, wastewater treatment laboratory technician, agricultural equipment mechanic, farm equipment operator, farm manager, field supervisor, irrigator, and grain drier operator. The performance objectives are presented in a four-column format which also includes a corresponding instructional module topic, learning conditions, and criteria. Sets of instructional modules, or examples of modules, for the eight occupations constitute over half the document. Each module contains a module concept, prerequisites, module goal, corresponding student performance objective, instructional areas, and examples of supporting references, student learning activities, and evaluation techniques. The four appendixes contain information related to the development of the objectives and modules. (SH)

ED 137 630 CE 011 064

Fisher, Harold S. And Others

A Study of Job Demands and Curriculum Development in Agricultural Training Related to the Muskegon County Wastewater Management System. Final Report. Volume IV. Career Awareness Information.

Journal Cit—BBB09463
Muskegon Area Intermediate School District, Mich.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Jan 76
Contract—OEG-0-74-1669
Note—62p.; For related documents see CE 010 459 and CE 011 062-064. The two filmstrips and cassette tapes are available from the Superintendent, Muskegon Area Intermediate School District, 630 Harvey Street, Muskegon, Michigan 49442 ; Photographs may not reproduce clearly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agribusiness, Agricultural Education, Agricultural Machinery Occupations, Agricultural Occupations, Agricultural Technicians, Audiovisual Aids, *Farm Occupations, Junior Colleges, Laboratory Technology, Land Use, Occupational Information, *Off Farm Agricultural Occupations, Ornamental Horticulture, *Scripts, Secondary Education, Technical Education, *Vocational Development, *Waste Disposal, *Water Pollution Control, Water Resources
Identifiers—*Michigan, Michigan (Muskegon County)

This is the final volume of a four volume report of a research project designed to (1) identify job needs for agricultural occupations which will result from the Muskegon County Wastewater Management System and perform a task analysis on each occupation, (2) develop instructional modules and determine their place in either high school or 2-year college programs, and (3) implement an articulated curriculum with actual programs. This volume contains the scripts to the two films "Preparing for a Career in an Expanding Industry–Agriculture" and "The Muskegon County Wastewater Management System–A System Designed to Treat Domestic and Industrial Waste Now and For the Future." The scripts and accompanying films, developed from the project, are designed to assist educators in providing students with information on the agricultural industry. (SH)

ED 138 709 CE 007 910

Rite of Passage: The Crisis of Youth's Transition from School to Work.

National Child Labor Committee, New York, N.Y.
Pub Date—76
Note—46p.
Available from—National Child Labor Committee, 145 East 32nd Street, New York, New York 10016
Document Not Available from EDRS.
Descriptors—*Career Education, Disadvantaged Youth, Educational Development, Educational Needs, Employment Potential, *Government Role, Labor Legislation, *Labor Market, Manpower Development, Manpower Utilization, Needs Assessment, Out of School Youth, Policy Formation, Postsecondary Education, *Public Policy, Secondary Education, Underemployed, Unemployment, *Vocational Adjustment, Vocational Education, Youth, *Youth Employment, Youth Programs

Current high unemployment and underemployment for all youth, and particularly for youths from poor and minority families, led to this study on the crisis of youth's transition from school to work. The study was conducted in four phases: A review of the literature and interviews with work-force experts to identify issues and alternatives; an analysis of the data and opinions gathered and the preparation of a background paper; a critical analysis of that paper; and the preparation of a position paper on youth employment containing specific policy and programmatic recommendations for both short and long-term policies. The 16 recommendations are presented as a group and then substantiated individually in discussions of (1) the background of work and labor practices, (2) the labor market, including the current job situation, credentialism, child labor laws, and labor market data and information, (3) preparation for work, including education, vocational education in the high schools, postsecondary vocational education, career education, youth manpower programs, evaluation of the Comprehensive Employment and Training Act (CETA), and linkages, and (4) Federal involvement in dealing with these issues. (TA)

ED 138 713 CE 009 983

Copa, George H. Geigle, Erwin K.

National Conference for State Vocational Education Planning Staffs. Final Report.

Journal Cit—RMQ66000
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 76
Contract—G05-75-00044
Note—208p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Administrative Personnel, Conference Reports, Conferences, Cost Effectiveness, Educational Planning, Job Skills, *Management Education, Management Information Systems, Professional Training, Program Planning, Skill Development, Staff Improvement, *State Agencies, *Statewide Planning, *Vocational Education

Nominated by State and territory directors of vocational education, 25 participants attended a conference designed to improve their skills and abilities to (1) define and justify factors to consider in adding, retraining, or deleting vocational education programs; (2) identify and translate manpower information for planning vocational education; (3) assess cost effectiveness of alternative means of delivering vocational education; (4) use a management information system in planning vocational education; (5) do communications needed to make a working plan for vocational education, and (6) staff a State department for planning vocational education. As background for the conference 57 skills important to State vocational education planning staff members had been identified from a theoretical and performance perspective in six areas of competence: Political, economic, cultural, organizational, personal, and inquiry and communication. Validation of importance had been determined after review of the skills by 51 State or territory directors of vocational education and 47 executive directors of State or territory advisory councils for vocational education. Learning strategies selected to deliver conference topics were simulations, readings, formal presentations, discussions, workshop, panel, and self-analysis. Most participants (75%) were very satisfied. Included with the report are prepared conference papers, the questionnaire on skills and knowledge needs, and a list of participants and resource staff. (LAS)

ED 138 714 CE 010 160

Hodgkinson, Harold L.

A Research Agenda for the National Institute of Education.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Aug 76

Note—40p.; A paper presented at the Career Education National Forum (2nd, Washington, D.C., February 9, 1976) ; Figures 1 and 2 may be marginally legible

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Economic Factors, Educational Development, Educational Policy, *Educational Research, Evaluation Criteria, Manpower Development, *Policy Formation, Public Policy, *Research Needs, Social Factors, *Vocational Education

Identifiers—United States

This speech outlines issues that the author thinks would have to be considered in building a research and development agenda concerned with the relationship of education to work. Background about U.S. investment in educational research and development is given and budgetary expenditures in the educational research and development field are compared with those for medicine and agriculture. The dimensions of American social, political, and economic existence which should be considered in developing an agenda for educational research are discussed. An analysis of population trends in the U.S. is given in relation to the topic. Other issues related to education and work, which are also examined, include the following: (1) The organizational system; (2) judicial influence; (3) the academic sieve: a need for reform (this area deals with evaluation criteria, e.g., for measuring creativity and decisionmaking abilities); (4) a needs assessment, and (5) three major evaluation questions: What do we want people to be able to do? What level of performance do we require? and How good is good enough? (LAS)

ED 138 715 CE 010 162

Silberman, Harry F.

Systemic Issues in School to Work Transitions.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—NE-C-00-4-0012

Note—18p.; Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Attitudes, Career Education, *College Role, Community Colleges, Educational Administration, *Educational Needs, Educational Objectives, Educational Philosophy, Educational Problems, Individual Needs, Job Placement, Junior Colleges, Political Attitudes, *Social Values, Socioeconomic Influences, *Vocational Adjustment, *Vocational Development

As an outcome of a conference on the problem of school to work transition, four dimensions which provide a framework within which to examine the school to work issue, are identified and discussed as they relate to career education and the community college role. The first dimension is concerned with educational goals and is divided along a technical/social continuum. The second dimension deals with the psychology of human nature, labeled the individualism/altruism dimension. A third dimension deals with the economic system, labeled liberal/conservative. The fourth dimension describes the optimal organization control arrangement, labeled centralist/decentralist. (TA)

ED 138 717 CE 010 514

Sloan, Charles A.

An Integrated Curriculum and Its Implementation for Chronic-Disruptive Youth. Information Series No. 12.

Nebraska State Dept. of Economic Development, Lincoln.

Pub Date—Jan 77

Note—80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavior Problems, *Career Education, *Curriculum Development, Curriculum Planning, Educational Needs, Educational Objectives, Instructional Design, *Integrated Curriculum, *Problem Children, Relevance (Education), *Residential Programs, Resource Guides, School Personnel, Staff Role, Teaching Techniques, Vocational Development

Identifiers—Chronic Disruptive Youth

Guidelines are discussed for the planning and implementation of learning experiences designed to lead to success in the world of work outside institutionalization for chronic-disruptive youth. The monograph is divided into four sub-sections: (1) Rationale for and Definitions of an Integrated Curriculum, (2) Components of an Integrated Curriculum for Chronic-Disruptive Youth, (3) Curriculum Planning and Implementation, and (4) Suggested Roles and Responsibilities of Personnel Implementing the Integrated Curriculum. Components of the integrated curriculum which is outlined here are basic life management, personal social development, academic development, career education, and career placement involving job coaching. (The first four of these components occur during residential placement, while the fifth occurs once the student is dismissed.) Each component is discussed in detail. Objectives are stated in the form of competencies in the academic curriculum (language arts, mathematics, social studies, science, the arts, and driver's education), and for priority abilities and problem solving skills. A general model of instruction and suggested instructional planning strategies are described. A listing of curriculum areas/objectives for the integrated curriculum and designated responsible personnel (educator, coordinator, job coach, and other staff), and an outline of suggested roles and responsibilities for personnel are also included. (TA)

ED 138 718 CE 010 617

Employment and Training Report of the President.

Department of Health, Education, and Welfare, Washington, D.C.Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Note—392p.; Not available in hard copy due to small print of original document; Tables may be marginally legible on microfiche

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00254-1, Catalog Number L-1.42-2:976, $5.20)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Apprenticeships, *Construction Industry, Economic Research, *Employment, Employment Services, Employment Statistics, *Federal Programs, Historical Reviews, *Job Training, Labor Force, Labor Market, *Manpower Development, Productivity, Unemployment, *Unemployment Insurance

Identifiers—*Comprehensive Employment and Training Act, United States Employment Service, Work Incentive Program

The Department of Labor's annual report on employment and training requirements, resources, and utilization and the Department of Health, Education, and Welfare's annual report on facilities utilization and employment and training program coordination are major contents of this report. Chapter I gauges the impact of the year's key economic trends on productivity, wage rates and earnings, and employment and unemployment, including changes in the labor market situation of major demographic, occupational, and industrial groups. Chapter II presents a discussion of the history of the unemployment insurance program, the major problems that beset it during fiscal 1975 as a result of the recession, and some of the major policy issues that have arisen in part because of the unusual strain on the physical and financial capacity of the system in that year. Chapter III examines special attributes of the building trades: Economics of the construction industry, the labor force, wages and benefits, operation of construction labor markets, and equal employment opportunity in construction. Chapter IV reviews in detail the first full year of operations of the Comprehensive Employment Training Act (CETA). Chapter V discusses other national developments including the Work Incentive Program (WIN), the U.S. Employment Service, and apprenticeship programs. Chapter VI, "Two Hundred Years of Work in America", is a review focusing on four topics: The workers , the changing nature of work, earnings from work, and work and security. Also included is the report on veterans services (employment and unemployment, employment and training services, and outlook) and statistical appendixes. (WL)

ED 138 719 CE 010 622

McCaslin, N. L. Walton, John

An Assessment of the Impact of the Wisconsin Vocational Research Coordination Unit. Final Report.

Journal Cit—BBB09950RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—Oct 74

Note—96p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Change, Data Analysis, Demonstration Projects, Educational Assessment, Educational Change, Educational Objectives, Educational Research, *Interagency Cooperation, *Program Administration, *Program Effectiveness, Program Evaluation, *Research Coordinating Units, Research Projects, State Departments of Education, State Federal Aid, State Surveys, Tables (Data), *Vocational Education

Identifiers—*Wisconsin, *Wisconsin Department of Public Instruction

Five research objectives were identified by the Wisconsin State Board for Vocational, Technical and Adult Education in a project designed to evaluate the impact of vocational education research and exemplary projects on educational practices in Wisconsin: (1) An assessment of the impact of State funded research and exemplary activities to a research coordinating unit (RCU) and the Department of Public Instruction (DPI) during a 3-year period; (2) a determination of the degree to which the RCU and DPI assists participating educational institutions and agencies in preparing for and implementing change; (3) the identification and analysis of the pattern of change taking place in occupational education and organizational and administrative procedures as a result of RCU and exemplary activities; (4) identification of patterns of monetary support for RCU and DPI sponsored research and exemplary projects; and (5) an assessment of the approval process for research and exemplary activities. The study consisted of four phases: Phase 1 included activities to establish an ongoing interface with the Wisconsin RCU and the Wisconsin DPI personnel and to develop final evaluation designs; Phase 2 included the design and completion of plans for data collection and data analysis; Phase 3 dealt with activities necessary for data collection; and Phase 4 was directed toward data analysis and final report preparation. This complete report includes an analysis of data for each objective. (LAS)

ED 138 721 CE 010 640

Walther, Regis H.

Analysis and Synthesis of DOL Experience in Youth Transition to Work Programs. Final Report.

Journal Cit—BBB13219

Manpower Research Projects, Inc., Alexandria, Va.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—1 Dec 76

Contract—21-11-76-16

Note—119p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Economic Research, Employment Opportunities, *Employment Programs, *Federal Programs, Job Development, Job Placement, *Job Training, Labor Force, *Program Administration, Program Evaluation, *Program Planning, Remedial Programs, Unemployed, Unskilled Workers, Vocational Counseling, Work Experience Programs, *Youth Employment, Youth Opportunities

Identifiers—Comprehensive Employment and Training Act, Department of Labor

This report reviews the experience with Federal programs concerned with the transition from school to work and abstracts lessons and guiding principles which might prove useful for planning and administering training and employment programs. The current labor force situation of youth (persons 16-24 years of age) is reviewed, impediments to the employment of youth are examined, the demographic and attitudinal characteristics of hard-to-employ youth are analyzed, guiding principles developed, and program implications described. Recommendations are made relating to skill training, remedial education, work experience, assessment, counseling, job development and placement, and program coordination. A selected bibliography is also included. (Author/WL)

ED 138 722 CE 010 656

Overview 1974 Reports: State Advisory Councils on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—[77]

Note—104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Advisory Committees, *Annual Reports, Articulation (Program), Disadvantaged Youth, Educational Needs, Financial Support, Handicapped Students, Information Systems, Master Plans, Occupational Guidance, Post Secondary Education, Program Planning, Secondary Education, State Programs, *Statewide Planning, Trend Analysis, *Vocational Education

A one- to two-page summary of each of the 1974 annual reports of 52 State and territory vocational education advisory councils constitute the major contents of this booklet. Focus is on issues, concerns, program needs, and recommendations for the respective State or territory. Also included is a 12-page overview designed to present a broad picture of the needs and concerns of all the States. The overview is organized under the following topics: Funding (which is of concern to all States); disadvantaged and handicapped (the overall consensus being that these needs are not adequately being served); the State Plan (criticism of which is extensive); the need for a comprehensive data system (addressed by all States); the effective utilization of existing facilities (recognized by many States as essential; the need for reorientation of guidance and counseling personnel (generally recognized by all); articulation and coordination (where emphasis has been placed in two general areas: between postsecondary and secondary, and coordination among agencies); local advisory groups (which have been evaluated as generally successful); and a consensus that flexible programming will provide more services and training opportunities (prevalent among the States). (HD)

ED 138 723 CE 010 659

Conner, James E.

Conditions and Possibilities. Proceedings of Conferences on the Comprehensive Employment Training Act (Washington, D.C. January 30-31, 1975; San Francisco, California February 20-21, 1975).

National Advisory Council on Vocational Education, Washington, D.C.National Association for Industry - Education Cooperation, Buffalo, N.Y.-National League of Cities, Washington, D.C.

Report No.—NACVE-027-77

Pub Date—May 75

Contract—OEC-0-74-7482

Note—67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Conference Reports, *Federal Programs, Industry, *Manpower Development, Program Evaluation, *Program Improvement, School Industry Relationship, State Officials, *Vocational Education, Vocational Education Teachers

Identifiers—*Comprehensive Employment and Training Act

Content summaries are presented for two national conferences (one in Washington, D.C., the other in San Francisco) designed to bring together prime sponsors, vocational educators, and representatives from industry to take a reading of how CETA (Comprehensive Employment and Training Act) programs were progressing and to explore ways of utilizing the resources of vocational education and industry more effectively for manpower development. Contents include a description of the background and setting of the conferences, description of the format and limitations, a list of points of concensus, a combined listing of concerns and suggestions of the two conferences, and a summary of conclusions. Appendixes include a paper summarizing a 1974 study of the impact of CETA on institutional vocational education, and lists of conference participants, chairpersons, and recorders. (WL)

ED 138 724 CE 010 679

From School to Work. Improving the Transition.

Journal Cit—QPX12280

National Commission for Manpower Policy, Washington D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—76

Note—315p.; Some pages may be marginally legible due to size of print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 040-000-00364-9, $3.00)

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Apprenticeships, Business Responsibility, Community Involvement, Counselor Role, Educational Programs, Employment Opportunities, *Employment Practices, *Employment Problems, Females, Foreign Countries, High School Graduates, Information Needs, Job Skills, Labor Market, *Manpower Needs, Minority Groups, *Policy Formation, Rural Youth, Unemployment, *Vocational Adjustment, Vocational Development, Work Environment, *Youth Employment

Identifiers—United States

Youth employment is the focus of this compilation of 11 working papers (by selected specialists) developed to aid the National Commission for Manpower Policy (NCMP) in its ongoing efforts to develop a national manpower policy. An introductory section comments on the overall needs/conclusions revealed by the policy papers. Policy paper titles and authors are "Youth Transition to Work: The Problem and Federal Policy Setting" by Paul E. Barton; "The Youth Labor Market" by Marcia Freedman; "Corporate Hiring Practices" by the NCMP staff; "Labor Market Experience of Noncollege Youth: A Longitudinal Analysis" by Herbert S. Parnes and Andrew I. Kohen; "The Competencies of Youth" by Ralph Winfred Tyler; "Employment and Training Programs for Youth" by Robert Taggart; "Community Efforts to Link Education and Work" by Dennis Gallagher; "Informational and Counselor Needs in the Transition Process" by Seymour L. Wolfbein; "Apprenticeship: A Potential Weapon against Minority Youth Unemployment" by Ernest G. Green; "Problems of Rural Youth" by Ray Marshall; and "Foreign and American Experience with the Youth Transition" by Beatrice G. Reubens. The appendix outlines issues and policy perspectives drawn from the policy papers. (SH)

ED 138 725 CE 010 699

Snyder, Robert A. And Others

The Influence of Job Characteristics and the Family on the Propensity to Change Careers: An Expectancy Theory Approach. Research Report No. 12.

Journal Cit—BBB02805

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Nov 76

Contract—N00014-67-A0239-0025

Note—49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Characteristics, Behavioral Science Research, *Career Change, Expectation, Family Influence, *Job Satisfaction, *Occupational Aspiration, *Occupational Choice, Professional Personnel, Professors, Promotion (Occupational), Work Attitudes

Identifiers—Department Chairmen

Valence-Instrumentality-Expectancy (VIE) theory was used as a framework for exploring the dynamics of occupational preferences and satisfactions of 268 professors and 45 department chairmen at a major university and the processes underlying the intention of professors to make a mid-career change into the administrative role. The VIE theory is a rational model which attempts to explain how cognitive (instrumentality) and affective (valence) components combine to yield an index of an individual's overall feeling about an occupation. The criterion to test the total VIE model of occupational choice was to ask if professors would accept the job of chairman, assuming it was offered. Two questionnaires were used, one for professors and one for department chairmen which contained statements in seven general categories: Power, achievement, security, autonomy, social factors, family considerations, and esteem. Questionnaire items also asked both groups for their expectancy of success on both jobs and their satisfaction with both jobs. It was found that the preferred job was differentiated in each sample as predicted, but the different components of the VIE model did not uniquely predict attraction, satisfaction, and choice as specified by the theory. Chairmen rated the two jobs as equally attractive, but the professors as a whole were more negative to the chairman's job, and only a minority indicated they were willing to accept a chairmanship. (Author/TA)

ED 138 726 CE 010 701

National Apprenticeship and Training Standards for Plastering.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date—75

Note—33p.; Some pages may be marginally legible

due to small print of original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Agencies, Admission Criteria, *Agency Role, *Apprenticeships, Committees, Construction (Process), Industrial Education, Industry, *Job Training, Labor Legislation, *Masonry, *Personnel Policy, *Standards, Wages
Identifiers—*Plasterers

Designed to assist management, labor, joint committees, and others concerned with the development of skilled plasterers in setting up, conducting, and improving local apprenticeship programs, this revision of national apprenticeship standards in the plastering trade includes the latest amendments and regulations of the various Federal laws affecting apprenticeship and training. Major areas covered are (1) Provisions of Standards (Duties of the National Committee, Definition of Registration Agency, Qualification for Apprenticeship, Terms of Apprenticeship, Preapprenticeship Training, Probationary Period, Transitory Apprentice, Related Instruction, Equal Opportunity, Selection Operation, Apprenticeship Agreement, Certificate of Completion of Apprenticeship, Ratio of Apprentices to Plasterers, Hours of Work for Apprentices, Apprentice Wages, Advancement of Apprentices, Work Experience, Supervision of Evaluation, Recognition for Successful Completion, Coordinator of Local Apprenticeship Systems, Plasterer Participation); (2) Recommendations Concerning Local Joint Apprenticeship Committees (Establishment of Committee, Coverage, Duties and Responsibilities of Committee, Responsibilities of Apprentices, Filing of Apprenticeship Programs, Modification of Standards, Cooperating Agencies); (3) Apprentice Recordkeeping; (4) Federal Laws and Regulations Affecting Apprentice Employment (Wage Determination Regulations, Veterans Readjustment Legislation, Wage and Hour Regulations, Equal Employment Laws); (4) Joint Training Funds (Legality of Funds, Tax-Exempt Status of the Trust); (5) Work Schedule for Plasterer (Code Key and Explanation, Occupational Skills); and Work Schedule for Shop Hands. Forms for various kinds of recordkeeping and lists of apprenticeship regional offices and State and territorial agencies are appended. (HD)

ED 138 728 CE 010 731
Educational Planning in the Labor Market: Linking Occupational Education to Regional Economic Development. Volume One.
Journal Cit—BBB13249
Northwestern Univ., Evanston, Ill. Dept. of Education.Northwestern Univ., Evanston, Ill. Graduate School of Management.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—Jun 76
Note—270p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Consortia, Data Collection, *Economic Development, Educational Coordination, *Educational Planning, Educational Policy, Information Needs, *Labor Market, Models, Post Secondary Education, *Regional Cooperation, Regional Planning, School Role, Secondary Education, State School District Relationship, *Vocational Education, Vocational Education Teachers, Workshops
Identifiers—*Illinois

Activities, results, and recommendations of a 2-year effort to implement and test a model for vocational and occupational education planning in Illinois are described. An introductory section presents an overview of the rationale and plan for establishing a Regional Occupational Education Coordinating Council composed of representatives of the education community, the business community, and the public sector. Part I, The Labor Market and Educational Planning, contains three chapters. One introduces the model of labor market operations reflecting the roles of individuals (the labor supply), employers (the job demand), and the institutions and people who try to connect the two (the intermediaries). The other two chapters consider how to test the model and examine its assumption that schools can and should act effectively as labor market intermediaries. Part II, Planning from the School Perspective, contains chapters describing the principles and activities involved in review of the economic development and labor market structure of the region, the conducting of a series of workshops to involve local superintendents and community college presidents in the process, and the actual process of organizing the Southwestern Illinois Vocational Education Consortium. Part III, Gathering Local Labor Market Information for Regional Planning, includes two chapters which present procedures and results and analysis of a survey conducted by the consortium to gather information from local employers to help link education to regional labor markets. Part IV, Building a New Model for Vocational Education Planning, includes the findings and conclusions of the study, a chapter presenting a framework for regional vocational education planning based on the experience of the consortium, and a chapter offering recommendations for implementation of such a policy of regional planning throughout Illinois. (WL)

ED 138 729 CE 010 732
Cassell, Frank H. And Others
Intergovernmental Linkage and Cooperation: Models for Strengthening State and Local Management of Manpower Programs.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—[76]
Contract—17-6002-72
Note—288p.; Not available in hard copy due to print quality of the original document; Some pages may be marginally legible on microfiche
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Problems, Educational Programs, Employment Programs, Interagency Cooperation, *Interagency Coordination, Interagency Planning, Job Training, *Local Government, *Manpower Development, *Models, Organizational Communication, Problem Solving, Program Budgeting, Program Coordination, *Program Improvement, Seminars, *State Agencies, Workshops

A project was designed to identify barriers which preclude cooperation or coordination among agencies (particularly the U.S. Department of Labor, the U.S. Department of Health, Education, and Welfare, and the Environmental Protection Agency) in the discharge of their manpower responsibilities and to develop techniques for overcoming the barriers identified. Six major barriers were identified: Communication methods, confusing and conflicting rules and regulations, turf, information, planning cycle problems, and goal incongruence and role confusion. This report presents the resulting six models (and an introduction) which comprise a conceptual framework for linkage, or overcoming the coordination barriers. Each model includes recommendations for a 1-day seminar agenda and supportive exhibits which aid in developing seminars to teach the model. The models are titled (1) Problem Identification, (2) Communication Strategies for Liaison Relationships, (3) Implementation: Defining and Solving Liaison Problems (explores the problems of confusing and conflicting rules, turf, and goal incongruence), (4) Public and Private Sector Linkages in the Employment and Training System (explores the relationship between supply and demand in the labor market and the role of intermediaries), (5) Exchange of Information and Interagency Linkages (designed to enable decisionmakers to analyze the information needs of their projects), and (6) Budgeting and Program Analysis. The final section of this report, "Applying the Models," is a workbook developed by the project staff and is designed to carry operating personnel through the steps necessary for applying each of the models. (SH)

ED 138 730 CE 010 745
The National Apprenticeship Program.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—76
Note—46p.; Some pages may be marginally legible due to small print of the original
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrative Policy, Agencies, *Apprenticeships, Federal Government, Federal State Relationship, *Government Role, Industrial Education, Industry, *Job Training, Labor Legislation, National Programs, *Occupational Information, *Personnel Policy, Skilled Occupations, Standards, State Agencies, Veterans
Identifiers—United States

A brief explanation of the national apprenticeship program is presented primarily in terms of the more important policies and the role of government in this system of training. Eleven sections are included: (1) What Is Apprenticeship? (2) Why Is Apprenticeship Important? (3) What Can Apprenticeship Do? (4) How the National Apprenticeship Program Operates, (5) Basic Standards of an Apprenticeship Program, (6) Information on Laws and Regulations Affecting Apprenticeship, (7) Veterans' Training Allowances, (8) Where Apprentices Are Employed, (9) Where to Apply, (10) Apprenticeable Occupations, and (11) List of Apprenticeable Occupations. The section on apprenticeable occupations constitutes the majority of the booklet. Ninety-four basic trade classifications are presented, with related occupations grouped under them. Although not final or all inclusive, the list of occupations are those that meet the criteria for apprenticeable occupations and which are included in programs registered with State apprenticeship agencies or the Bureau of Apprenticeship and Training. Each basic trade classification includes the customary term of apprenticeship, in years, and a code number(s) from the "Dictionary of Occupational Titles." Appended are lists of Bureau of Apprenticeship and Training regional offices and State and territorial apprenticeship agencies, and The National Apprenticeship Act, (as amended). (SH)

ED 138 731 CE 010 755
Research and Development Projects.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—76
Note—284p.; Not available in hard copy due to small print of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Policy, Employment Practices, *Employment Programs, Foreign Countries, Grants, International Relations, *Job Development, Labor Force, Labor Market, Local Government, *Manpower Development, Program Descriptions, *Program Development, Program Planning, *Research Projects, Resource Materials, Socioeconomic Influences, State Programs, Underemployed, Unemployed, Work Attitudes
Identifiers—Comprehensive Employment and Training Act

Projects funded by the Office of Research and Development (ORD) of the Employment and Training Administration are summarized in this document. It includes all projects active on September 30, 1976, and all those completed between July 1, 1973 and September 30, 1976. In addition, it lists reports and other significant publications funded by ORD which were received during the previous two fiscal years. The projects and publications presented in chapters 1 through 4 are grouped by subject matter. The four subject areas and subareas are Program Planning and Administration (Comprehensive Employment & Training Act Agency Planning; Labor Market and Other Information Systems; Agency Capabilities; and Research and Development, Evaluation, and Planning), Programs and Techniques (Education; Public Employment Programs; Supported Employment; Training and Apprenticeship; Upgrading and Job Restructuring; Welfare Recipient Programs; Worker Assessment & Orientation; Other Supportive Services for Workers/-Trainees; and Programs for Other Unemployed), The Labor Market (Labor Force, Labor Market, Labor Demand–General; Labor Force, Labor Market-Specific Sectors and Cohorts; Employer Practices; and Worker Attitudes), and Economic and Social Policies. Institutional, doctoral dissertation, and small research project grants are listed separately in chapter 5. Projects supervised by the Department of Labor's Bureau of International Labor Affairs are presented in chapter 6. (WL)

ED 138 733 CE 010 780

Simpson, Margaret Jean

The Relationship of Characteristics of Vocational Food Service Teachers to Their Teaching Effectiveness. Final Report.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jan 77

Note—173p.; Ph.D. dissertation, Lehigh University, Bethlehem, Pennsylvania

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Academic Achievement, Age, Doctoral Theses, Educational Background, Educational Research, *Effective Teaching, *Food Service, Foods Instruction, Industry, Sex (Characteristics), Specialization, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teacher Background, *Teacher Characteristics, Teaching Experience, *Vocational Education Teachers, Work Experience

Research was conducted to determine the relationship between selected teacher characteristics of current food service teachers and their effectiveness as teachers. The seven teacher characteristics were age, sex, industrial experience, teacher experience, level of education, teacher perception of concern for students, and occupational specialization. Teacher effectiveness was measured by an affective criterion (Teacher's Estimate of Teacher Concern) and a cognitive criterion (Pennsylvania Competency Examination for Quantity Foods). The sample included 48 teachers from 31 vocational schools in eastern Pennsylvania and 472 students who responded to the Students' Estimate of Teacher Concern (SETC), Form B. During the spring of 1976, the Pennsylvania Competency Examination of Quantity Foods was administered to 116 advanced food service students in 17 of the original 31 schools. The data were analyzed using descriptive and inferential statistics. Findings included the following: Older teachers have more industrial experience and teaching experience than younger teachers. Those with industrial experience have less education than those without. Women have less industrial experience than men but more education and occupational specialization than men. Occupational specialization yielded a significant relationship with achievement and industrial experience a negative relationship to achievement. Correlations between SETC and the seven independent variables were low and not significant. Those between the competency exam and the independent variables produced a significant relationship between occupational specialization and achievement. Also the SETC and the Competency Exam (both used as measures of teacher effectiveness) lacked a significant relationship with each other. (Author/HD)

ED 138 735 CE 010 798

Johnson, Miriam Sugarman, Marged

The Comparative Labor Market Role of Newspaper Help Wanted Ads and Public Employment Service Job Listings. Final Report.

Journal Cit—BBB13219

Olympus Research Centers, San Francisco, Calif. Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—DLMA-21-11-74-28-1

Pub Date—31 Jan 77

Contract—DL-21-11-74-28

Note—359p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Agency Role, Employers, *Employment Opportunities, *Employment Services, Information Systems, *Job Placement, *Job Search Methods, *Labor Market, Newspapers, Publicize, Recruitment, Skilled Workers, Unskilled Workers

Identifiers—*Help Wanted Ads, United States, *United States Employment Service

A 1-year study of 12 U.S. labor market areas compared job listings in the help wanted ads of local newspapers to job orders in the local public employment services to help determine what the role of the public employment service should be. The study gathered two types of data. One type was used to compare the "stock," or inventory, of jobs still open at the end of the month in employment service files to the stock in the help wanted columns on the Sunday nearest the end of the month; and the other type identified the "flow" of new listings available to the job seeker during a particular month. Further analysis of the flow data matched employers who used both intermediaries within the month. More than 204,000 ads were examined, and job orders from 30 local employment services were reviewed. A theoretical model (which appears in the report) of recruitment and job search provided a framework for the data. It was found that employers use employment services less than want ads; that many employers who list with the employment services also simultaneously use want ads; and that only about 11% of all employers use the two public intermediaries, primarily employers offering (1) high-turnover, low-pay jobs, (2) jobs in hard-to-fill, demand occupations, (3) jobs of uncertain income, and (4) less desirable opportunities in high-volume occupations. Implications were drawn with regard to the labor market, employment service operations, and labor exchange theory. Appendixes include graphs and tables and a glossary of terms. (LMS)

ED 138 736 CE 010 810

Wilson, Marian L.

A Study of the Familial and Career Attitudes of College Women Enrolled in Typical and Atypical Programs.

Pub Date—Jan 77

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Academic Achievement, *Career Choice, College Students, Counselor Role, Discriminatory Attitudes (Social), *Family Attitudes, Family Background, Family Influence, *Females, Occupational Guidance, *Sex Role, Sex Stereotypes, Social Attitudes, Social Influences, Surveys, *Work Attitudes

A study was conducted to determine if a disparity exists between the familial and occupational attitudes of women in typical and atypical careers. Questionnaire responses of 225 undergraduate women in three typical careers (home economics, nursing, and elementary education) and three atypical careers (engineering, pharmacy, and agriculture) supplied data for analysis. The questionnaire was divided into background, and attitudes toward career and career choice, achievement, marriage and family, and significant mates. (The development of each part is discussed in detail. Information relating to a description of the sample is described as well as a detailed analysis of the significant findings.) Differences that were found have implications for career guidance procedures available to young women. School guidance counselors played an insignificant role in influencing the career choices of both groups. The large number of women either changing fields while in college or making career choices after leaving high school also indicate the need for greater emphasis on career guidance at the college level. Evidence of sex stereotyping of women into traditionally female roles by friends, family, and society is confirmed by the study. The questionnaire is appended. (TA)

ED 138 737 CE 010 812

Glover, Robert W. Greenfield, Paula S.

The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional, and Technical Occupations. Volume I. Final Report.

Journal Cit—BBB06018

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—CSHR-R-75-2; DLMA-20-36-75-15

Pub Date—Nov 76

Contract—DL-20-36-75-15

Note—113p.; For a related document see CE 010 813 ; Some pages may be marginally legible due to print quality

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Community Relations, Community Services, Demonstration Programs, *Employment Programs, *Employment Services, *Equal Opportunities (Jobs), *Females, Job Development, Job Placement, Managerial Occupations, *Minority Groups, Professional Occupations, Program Evaluation, Recruitment, Technical Occupations, Urban Areas

This second annual report of the Minority Women Employment Program (MWEP), a consolidation and expansion of earlier black women employment programs, provides a description of project objectives, procedures, and results and draws conclusions and recommendations. The period covered is September 1975, to August 1976. Chapter 1 documents the need for the program, giving examples of labor market disadvantages faced by minority women. Chapter 2 covers the objectives for the project, explaining that the program is a demonstration effort involving seven metropolitan areas to apply outreach techniques in placing minority women into high quality managerial, technical, and professional jobs. Chapter 3 gives a description of the program's (1) operations components, i.e., recruitment of applicants; employer contact and job development; preparation and screening of applicants; placement followup; and community relations; and (2) research component, including information services for the staff and project evaluation. Chapter 4 describes the results of the project, reviewing the expansion of MWEP from two to seven cities; assesses project accomplishments, indicating the MWEP model is workable in varied settings with a variety of minority groups; notes its shortcomings; and records some of the learnings from the project to date. Chapter 5 presents conclusions and recommendations regarding project improvement and continuation. (EM)

ED 138 739 CE 010 825

Chadderdon, Hester

Determining the Effectiveness of Teaching Home Economics.

Home Economics Education Association, Washington, D.C.

Note—36p.

Available from—Home Economics Education Association, 1201 Sixteenth St. N.W., Washington

D.C. 20036 (Stock Number 261-08408, $2.50)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, Curriculum Evaluation, Educational Assessment, Educational Objectives, *Evaluation Methods, *Home Economics Education, Home Economics Skills, Senior High Schools, *Student Evaluation, Student Testing, Teaching Guides

This guide to evaluation of home economics instruction covers five major topic areas: (1) Purposes for evaluating pupil learning; (2) steps to take in developing the needed evaluation techniques; (3) suggested means to achieving purposes related to evaluation; (4) tips on improving evaluative practices, and (5) notes on enlisting student help in the evaluation process and making it a learning experience for them. Specific techniques are enumerated and explained in each section. Sample assignments, guided response items, filing suggestions, survey and test ideas are also provided. The four appendixes contain information on classification of cognitive objectives and suggested types of behaviors, classification of affective objectives and suggested types of behaviors, classification of psychomotor objectives and suggested types of behaviors, and generalizations basic to test items. (LAS)

ED 138 740 CE 010 829

Craemer, Peter J.

Metrication of the United States Lumber Industry and Its Effects on Wood Consuming Industrial Education Courses.

Pub Date—Dec 76

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Policy, Curriculum Development, Educational Planning, *Lumber Industry, *Metric System, National Surveys, Policy Formation, *Trade and Industrial Education, *Trend Analysis, Woodworking

Identifiers—United States

A study investigated the direction United States lumber industries are moving concerning the implementation of the metric system and what implications this has concerning wood consuming industrial education courses. The procedure included a literature review and investigating the major producers of softwood dimensional lumber by a detailed survey letter requesting both a past and future analysis of individual company's positions concerning the conversion to the metric system of measurement. The results showed that the United States lumber industries generally favor a soft conversion of the present inch lumber sizes to metric dimensions. The reasoning behind this trend of thinking to soft conversion is based on the following facts: Product waste considerations, strength of materials, consumer demand, and preservation of the current lumber dimensions standard adopted in 1970. Implications for industrial education teachers are discussed, and conversion tables for thickness, length, and width of softwood lumber are included. (Author/LAS)

ED 138 741 CE 010 830

Proceedings of the Annual National Clinic on Technical Education (13th, Monroe Community College, Rochester, New York, March 24-26, 1976).

American Technical Education Association, Inc., Delmar, N.Y.Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date—Mar 76

Note—273p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Career Education, Conference Reports, *Cooperative Education, Curriculum Development, *Handicapped Students, Physically Handicapped, *Productivity, *Technical Education, Trade and Industrial Education

The keynote address, "Productivity as a Means of Economic Development," by Donald C. Burnham, and 20 other conference presentations on technical education are included in these proceedings. Titles are as follows: A Technical College Responds to a Need for Productivity; The Industrial Answer to Productivity Through Technical Education; An Overview of Co-op Education; Education's View of Productivity Through Co-op Education; A Student's View of Co-op Education; Erasing Architectural Barriers for the Disabled/Handicapped; Innovations in Technical Education: Preparing the Handicapped for Productive Careers; Employing the Handicapped/Disabled; Productivity–Photo Optical Training and Education; Productivity–Agribusiness; Productivity–Food Service; The Role and Function of the National Network for Curriculum Coordination in Vocational Technical Education; Managing Buildings for Efficient Energy Utilization; Credit Through Noncollegiate Organizations; Upgrading Employees for Future Productivity; Productivity in the Health Sciences; Productivity in Technology and Learning; Joint Apprenticeship–Associate Degree Program; and The Challenge of Change. The names and addresses of conference participants and their addresses are listed, along with conference exhibitors and their representatives, and a copy of the conference program is included. (LAS)

ED 138 743 CE 010 842

Whitson, Charles M.

The Maryland Model. A Project to Develop an Educational Plan for the Maryland Division of Correction. Final Report.

Journal Cit—BBB07625

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—Oct 76

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Correctional Education, Educational Administration, *Models, *Program Administration, *Program Design, *Program Evaluation, State Programs, State Standards

Identifiers—*Maryland

A model for correctional education in Maryland is presented along with a suggested functional administrative structure to effectively deliver the model, standards for evaluating the model and delivery system, and outline of a plan of action for implementation. An introductory section presents background and need for development of a model for Maryland. Section 2 describes each model component: System's goals and objectives, population needs analysis, job market analysis, job performance analysis, classification and assignment function, education promotion, student recruitment, guidance and counseling service, reward system, program planning, curriculum development, resources and ancillary services, instruction, job placement and followthrough and followup, evaluation, and strategic and tactical planning. Section 3 lists and discusses objectives to guide administration of the program and discusses administrative structure and financing and resources. Section 4 presents eight standards to be used as evaluative criteria for assuring proper delivery of model components and discusses application of the standards. The final section outlines procedures for implementation including legislative action. (HD)

ED 138 744 CE 010 843

Bogdany, Mel

Basic Cake Decorating Workbook.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—BA-399

Pub Date—Feb 77

Note—115p.; Three clear plastic sheets, to be laid over the printed work sheets for practice decorating, were removed before reproduction in microfiche and hard copy

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.00 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Cooking Instruction, *Food Service, Home Economics Skills, Instructional Materials, *Learning Activities, Secondary Education, Skill Development, *Vocational Education, Workbooks

Identifiers—*Cake Decorating

Included in this student workbook for basic cake decorating are the following: (1) Drawings of steps in a basic way to ice a layer cake, how to make a paper cone, various sizes of flower nails, various sizes and types of tin pastry tubes, and special rose tubes; (2) recipes for basic decorating icings (buttercream, rose paste, and royal icing); (3) 66 pages (work sheets or practice plates) designed to be used as guides for students to practice lines (horizontal straight, vertical straight, left slant, right slant, left circular, right circular, top circular, bottom circular, and scalloped) and letters (capital letters in print and fancy capital and script small letters); (4) diagrams showing steps in making leaves and some flowers, including roses; (5) instructions for making and using primary and secondary colors; and (6) 15 work sheets (practice plates) with assignments for decorating the tops of seven layer cakes and seven half sheet cakes. (Work sheets for lines, letters, and cake tops are designed for use with clear plastic sheets which are to be laid over the work sheet so that students may do the practice decorating on the plastic sheet.) (JT)

ED 138 745 CE 010 844

Baker, Linda M.

Haircutting Guide for Cosmetology Students.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—BC-400

Pub Date—Feb 77

Note—79p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Cosmetology, Instructional Materials, Job Skills, Job Training, Manuals, Post Secondary Education, Secondary Education, *Vocational Education

Identifiers—*Haircutting

Intended for use at any point in a beauty culture course, this student manual on haircutting implements and techniques focuses on two basic haircuts–page and short summer cut–to describe and illustrate basic cutting and shaping techniques. There are four major sections in the manual: (1) Hairshaping Implements and Techniques (Implements Used In Hairshaping, Safety and Sanitation, Handling Scissors and Thinning Shears, Use of Scissors, Use of Thinning Shears, Handling the Razor, Cutting with the Razor, and Neckline Trimming), (2) Hair Shaping (Outer Perimeter, Inner Perimeter, Hair Growth Patterns, Elevation, Using the Guideline, Angle Cutting, and Preparing to Cut), (3) Short or Long Page with Modifications, and (4) Short Summer Cut with Modifications. Also included are a glossary of hair shaping terminology, instructions for sanitizing implements, a word puzzle, a review quiz, and a bibliography. Drawings are interspersed throughout to illustrate techniques and procedures. (HD)

ED 138 746 CE 010 850

Proprietary Education in Georgia, 1974-1975.

Georgia State Postsecondary Education Commission, Atlanta.

Pub Date—[75]

Note—90p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Definitions, Educational Coordination, Educational Legislation, Educational Needs, *Educational Policy, *Educational Practice, *Post Secondary Education, Private Schools, *Proprietary Schools, Public Policy, State Surveys, Statewide Planning, *Vocational Education

Identifiers—*Georgia

A study is reported which sought to describe proprietary education in Georgia as it existed in the fall of 1974 through the spring of 1975, based on a mailed questionnaire and other communication with State agency and school representatives responsible for proprietary education. Following an introduction, which emphasizes a need for relating proprietary education to the rest of postsecondary education, a second section discusses historical background, a definition of proprietary schools, and some positive aspects of proprietary education. Section 3 presents a national overview and the results of the Georgia survey including information on programs and enrollments, students, cost-to-students, job placements, and future earnings. A final section lists recommendations for proprietary schools in Georgia, for State agencies and institutions, for Georgia law, standards, and guidelines, and for the Georgia Postsecondary Education Commission. An appendix contains data tables, a list of proprietary schools in 1975, the survey instrument, legal definitions, and a description of survey methods. (JT)

ED 138 749 CE 010 863

Clemmons, Jesse S.

Managing Programmatic Research and Development in Education.

North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Note—16p.; Paper presented at the Divisional Workshop (2nd, Harbour House, Wrightsville Beach, North Carolina, June 1973)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Development, Educational Research, Evaluation Methods, *Management Information Systems, *Management Systems, Models, *Program Development, Research Criteria, *Research Design, Research Methodology, Research Projects, Research Tools

On the premise that the variety of problems plaguing education can be clustered around central themes conducive to attack in a systematic way by educational research and development (R & D) personnel, this paper deals with the scope of management problems, requirements of an R & D management model, and a proposed R & D management system, which includes use of the convergence technique (Careese and Baker), the formulative evaluation plan (Kniefel), and the Evaluation Reporting System (Phillips and Blanton), each of which are briefly explained and summarized. The author concludes that the three systems can be folded into an effective management model for a program of research and development: The convergence technique provides a systematic way of conceptualizing an R & D program, but lacks an adequate component for facilitating information flow; Kniefel's formative evaluation system can be utilized to provide the information component of the convergence model; and the Evaluation Reporting System (which has been adapted to digital computer information processing techniques) provides the necessary technology for mechanizing the model on a large scale. (LAS)

ED 138 751 CE 010 871

Herron, Rex H. And Others

National Survey of Postsecondary Education Programs for Incarcerated Offenders.

Journal Cit—FGK65995

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date—Jul 73

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Correctional Education, Correctional Rehabilitation, Degrees (Titles), Educational Opportunities, Enrollment, Federal Government, Higher Education, National Surveys, *Post Secondary Education, Prisoners, Questionnaires, State Government

Identifiers—United States

A national survey of 305 major Federal and State correctional institutions was conducted to determine the extent of postsecondary education programs in those institutions. At the time of the study 210,183 men and women were confined in the institutions surveyed. To assure 100% response, the investigators contacted the education directors, assistant superintendents, or superintendents of most of the institutions by long distance telephone. Although the data showed a tremendous growth in number of classes available and number of students taking part in them, only 5% to 6% of the populations of the surveyed institutions were involved in higher education classes. It was found that 71% of the institutions offered postsecondary courses. Of those institutions, 54% had part-time programs, 24% full-time, and 22% a combination of part-time and full-time. Other questions related to types of certificates or degrees granted, when the program started, whether the institution granted study release time, and further plans for postsecondary education. The investigators made recommendations related to ongoing evaluation, innovations, followthrough supportive services for students who have left prison, cooperation between university and correctional personnel, publicity about the educational programs, and adaptation of effective programs to other institutions. The recommendations are included and an appendix contains a summary of compiled responses to the questionnaire items. (LMS)

ED 138 752 CE 010 872

Tiedeman, David V. And Others

Key Resources in Career Education: An Annotated Guide.

Journal Cit—BBB10279

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Apr 76

Note—403p.; Some pages may be marginally legible due to print size and quality of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 017-080-01667-2, $5.75)

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Agencies, *Annotated Bibliographies, *Career Education, Educational Development, Educational Programs, Educational Research, *Information Sources, *Models, Networks, Occupational Guidance, Professional Associations, *Program Descriptions, Program Development, Publications, Reference Materials, *Resource Guides, Vocational Development

Intended for education decisionmakers, practitioners, policymakers, and others interested in the educational process, this guide represents a consolidation of information about the field of career education, and is designed to create awareness, facilitate user access, and broaden the practical knowledge of educational research, materials, and resources. It is structured according to flow diagrams which are used throughout the guide and are intended to help the user make decisions and arrive at choices necessary for comprehending the guide's body of literature. The following major sections are included: (1) The Why and What of Career Education (foundations, concepts, positions, policies, and legislation), (2) Factors in Implementing Career Education, (3) Model and Program Construction in Career Education (principles of model and program construction; national, State, and district models and programs), (4) Resource Guides (materials assessment procedures, guides to assessed materials, annotated bibliographies), and (5) Organizational Resources (journals and newsletters, publishers, resource centers, information systems, associations, advisory councils, and governmental agencies). Each resource entry includes (where applicable) information on the subject, author(s), title, organization, date, sponsor, number of pages, availability, levels, population, purpose, contents, comment, and other appropriate categories. A place-title-program index and name index are included. The appendix discusses details of item identification and selection. (TA)

ED 138 753 CE 010 879

Thompson, David And Others

An Assessment of WIN and Welfare Tax Credits. Final Report No. 1001.

Journal Cit—BBB13219

Institute for Manpower Program Analysis, Consultation and Training, Inc., Minneapolis, Minn.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 77

Contract—DOL-51-27-75-03

Note—333p.; Best copy available

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Business, *Cost Effectiveness, *Credit (Finance), Employer Attitudes, Federal Aid, Federal Programs, Job Placement, National Surveys, Participant Characteristics, *Personnel Selection, Program Administration, Program Effectiveness, Program Evaluation, Program Improvement, Research, *Tax Allocation, Tax Rates, *Welfare Recipients, Welfare Services

Identifiers—Aid to Families with Dependent Children, *Work Incentive Program

As an overall assessment of the Work Incentive (WIN) and Aid to Families with Dependent Children (AFDC) tax credit programs, the project reported sought answers to the following questions: (1) To what degree are tax credits a factor in employer decisions to hire WIN registrations and welfare recipients? (2) What are the differences in usage of the WIN and the welfare tax credits? (3) What provisions or features of the tax credits contribute to or inhibit their use and effectiveness? (4) How do costs of the program (especially tax revenue decreases) compare with savings generated by the program (especially welfare savings, wages and/or taxes, and social security revenue increases)? (5) What are the implications of the findings for legislation, policy, program design, and operation? (6) How can the program be changed to increase its use and make it more cost beneficial? Content is presented in seven chapters: (1) Historical Perspective on Employment Tax Credits, (2) Study Method, (3) Community Variables, (4) Characteristics of WIN/-Welfare Registrants, (5) Differences Between WIN Offices, (6) Business Firms and Their Utilization of Employment Tax Credits, and (7) Composite Analysis. An extensive bibliography is included. (Author/WL)

ED 138 754 CE 010 885

Papetti, Clarence J. And Others

Centralized Instructor Training for Naval Technical Training. TAEG Report No. 38.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Pub Date—Nov 76

Note—144p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrative Organization, Administrator Attitudes, *Centralization, Geographic Location, Military Personnel, *Military Schools, *Military Training, Program Costs, Program Evaluation, School Buildings, School Personnel, School Role, Surveys, Teacher Attitudes, *Teacher Education, *Technical Education, Vocational Schools

This report identifies and discusses the factors to be considered in determining the feasibility of the centralization, or consolidation, of the instructor training schools under the administration or curriculum control of the Chief of Naval Technical Training (CNTECHTRA). The study considers the alternative options of reducing the present six school sites to (1) a single school or academy, (2) two schools, or (3) three schools. The investigation is divided into two parts: The first explores the qualitative factors, identifying and evaluating the noncost variables relative to the centralization decision, and the second considers economic (cost) factors. The report provides a "present cost" model, based upon resource expenditures for facilities, transportation, labor, and equipment. (Survey populations for qualitative study included 85 administrators, supervisors, and selected senior instructors assigned to the present CNTECHTRA instructor training schools. The comparison group of 24 persons was composed of supervisory and administrative personnel at the Navy technical training schools at San Diego. Quantitative questionnaires were also mailed to the six instructor training sites.) The qualitative analysis identifies 45 variables associated with instructor school functions and eight associated with location factors. It incorporates a summary of comments upon the various aspects of the centralization concept. Also included are summaries of requirements for the use of new construction or modified existing structures for centralization. (Author/LAS)

ED 138 755 CE 010 886

Ziemer, Adelle W.

A Study Comparing Typewriting Achievement of Students Attending Class Three and Five Days a Week in Beginning Typewriting at the Community College Level. Final Report.

Journal Cit—BBB02135

Lehigh County Community Coll., Schnecksville, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Sep 76

Note—124p.; Doctor of Education thesis, Temple University; pages 80-91, "The Tapping Test" by John C. Flanagan, were removed because of copyright ; Not available in hard copy due to quality of print

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Business Skills, *Curriculum Design, Curriculum Research, Doctoral Theses, Junior Colleges, Junior College Students, Methods Research, Skill Development, *Student Characteristics, *Time Factors (Learning), *Typewriting

The purpose of this study was to determine (1) whether beginning typewriting on the community college level should be taught in a five-day-a-week pattern or in a reduced three-day-a-week pattern; (2) what, if any, relationship existed between the achievement level in beginning college typewriting and the following student characteristics: Locus of control, cloze reading comprehension, tapping aptitude, previous typing instruction, age, and typewriter ownership; and (3) if any relationship existed between student achievement level in beginning college typewriting and student characteristics, and was it the same for those students experiencing three class hours of directed instruction weekly as for those students experiencing five class hours of directed instruction weekly. The experiment consisted of a pretest-posttest control group design with 40 community college students randomly assigned into two sections of beginning typewriting. Analyses of covariance and multiple regression analyses were used to test the hypotheses. Findings showed that (1) beginning college typewriting classes meeting five class hours a week did not achieve significantly better than classes meeting three class hours a week on achievement measures of gross words per minute on straight copy; errors per minute, on straight copy; and production points score on a manuscript, a tabulation, and a letter; (2) no significant relationship existed between the achievement level in beginning college typewriting and any of the student characteristics measured; (3) there was a significant relationship, although a marginal one, between student achievement level in beginning college typewriting and student characteristics for those students experiencing three class hours of directed instruction weekly. (LAS)

ED 138 756 CE 010 887

Parr, Cadar

Recommended Requirements for a Comprehensive Management Information System for Occupational Education. Final Report.

Journal Cit—BBB09463

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—1 Sep 76

Contract—G007500332

Note—119p.; Some parts may be maarginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Decision Making, Educational Accountability, Educational Legislation, Educational Planning, Financial Support, *Information Needs, *Management Information Systems, Program Administration, Program Evaluation, Program Planning, State Departments of Education, *Statewide Planning, Surveys, *Systems Development, *Vocational Education

Identifiers—*Texas

In a study designed to identify information needs of persons who make management decisions about public school vocational education programs in Texas and who develop ways to meet these needs through use of a management information system, particular emphasis was given to the information needs of management within the Texas Education Agency relating to areas of long range planning, legislative proposals, accountability, and funding requirements. A series of interviews was conducted with 29 persons representing management and middle management from the Department of Occupational Education and Technology and the Commissioner and Deputy Commissioners of the Texas Education Agency. Information obtained was analyzed for common elements and expressed data needs which are required for decisionmaking. Visits were made to several States which are currently leaders in the process of developing effective management information systems. Results of the study provide (1) a detailed listing of the basic issues involved in program decisionmaking relating to vocational education; (2) a tentative listing of needed data elements to be considered in a management information system; and (3) recommendations for the implementation of a management information system. Recommendations are included. Appendixes contain an interview guide, a preliminary list of needed data elements for an occupational management information system, a representative list of specific vocational education questions, listing of occupational education reports, data elements for a management information system for occupational education, and sample system data collection instruments from Florida, Illinois, and Tennessee. (Author/LAS)

ED 138 758 CE 010 894

Farning, Max And Others

Barriers to Enrollment in Post Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.

Journal Cit—RMQ66000ZQU97865

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 76

Note—98p.; Best copy available

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Vocational Education, Area Vocational Schools, College Choice, *Enrollment, *Enrollment Influences, Post Secondary Education, State Surveys, Statistical Surveys, Student Recruitment, *Technical Education, Vocational Counseling, *Vocational Education

Identifiers—Wisconsin

Based on a prior study which found that only 55% of those who indicated they planned to attend a Wisconsin vocational-technical-adult education (VTAE) school in their district actually did so, a research project was conducted to identify barriers which appeared to deter recent high school graduates and adults from attending a VTAE school. Surveys were mailed to 2,700 potential students in four of the VTAE districts in Wisconsin, with a 40% return. Final tabulation included only 35% of the respondents who were not currently enrolled in any VTAE school. The survey indicated that predominant reasons for not attending VTAE schools were postponement of schooling, need to earn money, difficulty in making the decision to go to school, finding a permanent job, lack of financial aid, and transportation problems. Although personal problems may underlie these reasons, this was not assessed in the survey. Many of the respondents who found that local VTAE programs were not what they wanted were subsequently accepted at another school, and over half of the respondents indicated they might attend a VTAE school in the future. Recommendations were made concerning financial aid; information on specific costs of each program; evaluation, training, and retraining of respondents who indicated they might attend VTAE schools in the future; and counseling for potential students. The report also makes recommendations for further study and includes a bibliography. Appendixes include the survey form and related materials. (LMS)

ED 138 761 CE 010 901

Baker, J. E.

Kentucky Jailers. Management and Operations Manual.

Kentucky State Dept. of Justice, Frankfort.

Pub Date—76

Note—443p.; Manual provided by the Bureau of Training, Kentucky Department of Justice

EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

Descriptors—*Administrative Policy, *Administrative Principles, Administrator Guides, *Administrator Responsibility, Constitutional Law, *Corrective Institutions, Criminal Law, Laws, Management, Manuals, *State Standards

Identifiers—*Kentucky

This manual is designed to provide jailers, deputy jailers, matrons, assistant matrons, and other employees in the office of the jailer with a comprehensive reference to all constitutional, statutory, and regulatory standards about their duties and responsibilities. General and specific information on the legal basis for the management and operation of Kentucky jails, facts concerning policies and procedures, and information sources for the Kentucky jailer are given. The manual is divided into five sections. Section A discusses a series of jail related management and operations matters. Section B is a collection of Kentucky Revised Statutes arranged in numerical sequence. All are related to the jail and the functions, liabilities, and responsibilities of the jailer and his staff. Section C is divided into four subdivisions concerned with constitutional provisions, legal precedents, legal opinions, and the procedures of law on which the jailer must base management and operations decisions. Section D, consisting of seven subdivisions, describes resources available to the jailer for information, assistance, and guidance. Two of these sections describe training programs and procedures for enrollment. Section E gives standards of jail construction and renovation, health services, environmental factors, and standards for participation in the Deputy Jailers Subsidy Program. Section F contains a listing of cities grouped within the legal classification of each. (LAS)

ED 138 763 CE 010 905

Directions for a National Manpower Policy: A Report on the Proceedings of Three Regional Conferences. Special Report No. 13.

National Commission for Manpower Policy, Washington D.C.
Pub Date—Dec 76
Note—169p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Conference Reports, Delivery Systems, *Employment Problems, Government Role, *Manpower Development, National Programs, *Policy Formation, *Program Planning, Regional Planning, Unemployment, *Vocational Adjustment, Vocational Education, *Youth Employment
Identifiers—United States

The three conference reports summarized were prepared by the sponsors of the Regional (eastern, central, and western) Conferences on Directions for a National Manpower Policy held in September and October 1976. Each of these summaries is a separate section consisting of a summary of the conference proceedings, a summary of the speeches and papers presented at the conference, any comments submitted by conference participants, a list of the discussion questions used at the conference, and a list of the conference participants. Each of the summaries focuses on the same broad themes–Employment Problems of Youth: Improving the Transition from School to Work; Manpower Programs and Services: Infrastructure and Delivery; and Issues and Elements in the Design of a National Manpower Policy. (WL)

ED 138 768 CE 010 925

Mills, Joe D. And Others

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume One.

Journal Cit—BBB09463
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.University of South Florida, Tampa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—14 Dec 76
Contract—G007500436
Note—191p.; For a related document see CE 010 926 ; Not available in hard copy due to print quality of the original document; Some parts may be illegible on microfiche
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Administrative Organization, Adult Education, Area Vocational Schools, *Community Colleges, Community Services, *Delivery Systems, Educational Administration, *Educational Coordination, Junior Colleges, Models, Organizational Effectiveness, Research Projects, *Vocational Education, Vocational High Schools
Identifiers—*Coordinating Councils, *Florida

The purpose of this project was to design six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community colleges. Surveys were made of all 28 councils and from the analyses six representative sites were selected in which to develop and test each model. The six pilot councils were then compared with councils not in the project on effectiveness criteria taken from the State Board Rules to determine how effectively the councils operate. It was concluded that councils are more effective in terms of fulfilling their State Board of Education Rule-designated responsibilities when they develop and implement an operating model stating council objectives and organizational procedures. Appendixes A and B, the first two of eight appendixes to this final report, comprise 129 of the 152 pages in this volume. Appendix A contains the project flow chart and a questionnaire and resource guide intended to aid the coordinating councils to develop new procedures or to refine existing procedures. Appendix B contains the project evaluation plan, information on the Process-Progress Inventory (PPI) (which is developed from the stated goals, objectives, and strategies of each council's model to help councils establish a systematic examination of their objectives), the PPI questionnaire to facilitators, and the responses of six council's to the PPI. (Appendixes C through H are bound in a separate volume.) (HD)

ED 138 769 CE 010 926

Mills, Joe D. And Others

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume Two.

Journal Cit—BBB09463
Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.University of South Florida, Tampa.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—14 Dec 76
Contract—G007500436
Note—163p.; For a related document see CE 010 925
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Administrative Organization, Adult Education, *Community Colleges, Community Services, *Delivery Systems, *Educational Administration, *Educational Coordination, Junior Colleges, *Models, Research Needs, *Vocational Education
Identifiers—*Coordinating Councils, Florida

This volume contains six of the eight appendixes to the final report of a project that designed and tested six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community college districts. Appendix C contains the Facilitators' Project Impact Questionnaire and the Delphi Study to Generate Data for the Coordinating Council Development. Appendix D contains the six models that were developed. Appendix E is a listing of project contributors. Appendix F contains the diffusion and dissemination plan for coordinating council development project products. Appendix G contains a listing of topics related to coordinating council operation that is suggested for continued research. Appendix H contains a list of published articles for the project and a list of conferences at which project presentations were made. (The body of the report and appendixes A and B constitute Volume I). (HD)

ED 138 771 CE 010 930

Sexton, Robert

Experiential Education and Community Involvement Practices at the Postsecondary Level: Implications for Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Report No.—P00760303
Pub Date—1 Nov 76
Note—66p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Academic Standards, Activity Learning, *Career Education, *Community Involvement, Cooperative Programs, Cross Cultural Training, Disadvantaged Youth, Educational Assessment, Educational Experience, Educational Needs, Federal Government, Field Experience Programs, Government Role, Internship Programs, *Postsecondary Education, *Program Effectiveness, School Community Cooperation, *Work Experience Programs
Identifiers—Experiential Learning

Based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom), four themes are developed: A typology of experiential education and community involvement practices, an overview of selected exemplary experiential education and community involvement practices and programs, critical issues of experiential education as they relate to career education, and recommendations for Federal activity to enhance experiential education as it relates to career education. Major types of experiential education discussed are cooperative education, internships (preprofessional and general education), field experience, cross cultural field experience, policy research experiences, and national youth service. Critical issues are discussed and provide the rationale for the recommendations made. These issues are (1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities, (2) limited opportunities and the world of work, and (3) the disadvantaged student. There are 20 recommendations presented, and a bibliography is included. (TA)

ED 138 772 CE 010 931

Student Information System. Student Follow-Up. Management Information System.

Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date—Aug 76
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Education, *Data Collection, *Followup Studies, Graduates, Graduate Surveys, Junior Colleges, *Management Information Systems, *Questionnaires, State Surveys, Student Records, Vocational Education, *Vocational Followup
Identifiers—*Student Information System, Texas

SIS (Student Followup Information System) has been developed by community/junior colleges in the State of Texas in response to the need for systematic and valid means of collecting followup data. SIS is composed of a series of data collection devices designed and tested in a multitude of different environments in various colleges throughout Texas. Built around the concept of an educational management information system, SIS is divided into seven subsystems, each with its own instruments and methods of processing. The brochure describes seven subsystems, each of which provides a means for collecting a different type information: (1) Student's Educational Intent (to assess student educational goals or intent); (2) Withdrawal Followup (of students who withdraw from college or individual courses), (3) Nonreturning Student Followup (of graduates who, after completing a specific enrollment period, do not return for a subsequent enrollment period); (4) Graduate Followup (of students who graduate *from* associate degree or certificate/-diploma programs, both university transfer-/academic and occupational/technical); (5) Employer Followup (for responses by employers of program graduates who participated in a previously conducted graduate survey); (6) Adult Continuing Education Followup (of students who complete preparatory, supplemental, or other adult continuing education courses); and (7) State Followup Reporting (for statewide studies). The brief description of each subsystem includes notes on how the questionnaires were designed and a list of the types of information collected. (LAS)

ED 138 773 CE 010 943

Competency Based Curriculum. Pre-Vocational Business & Office Cluster. One.

Journal Cit—ZJF95105
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—76
Note—351p.; For a related document see CE 010 944

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Basic Skills, *Business Skills, *Career Exploration, Classroom Materials, Curriculum Development, Curriculum Guides, Instructional Materials, Intermediate Grades, Junior High Schools, *Learning Activities, Office Occupations Education, *Office Practice, Performance Based Education, Prevocational Education, Resource Materials

This curriculum guide is the first part of a two-part volume developed to assist those who are engaged in implementing prevocational exploration programs concerned with business and office occupations. It consists of experiential learning pacs that sample a variety of competencies performed by various workers employed in the business and office cluster. The intent of the learning pacs is to assist students in assessing whether they would like to prepare themselves for the kinds of work presented; the pacs are not intended to develop proficiency in the various occupational competencies. This first part of the guide contains materials for the following 25 learning activities: Preparing a master, operating the fluid duplicating machine, learning to write Gregg Shorthand, determining likenesses and differences, learning to proofread, operation of a typewriter, arranging parts of a business letter, checking and figuring extensions on invoices, figuring cash discount and date of payment, applying for a social security number, completing a W-4 and W-4E form, figuring amount of sale, counting change, opening a bank checking account, making a deposit, writing a check, preparing a bank reconciliation, learning the basic rules of alphabetic filing, completing a time card, filling out a payroll register, paying employees by cash, paying employees by check, learning the accounting equation, preparing an income statement, preparing a balance sheet. Instructions and evaluation procedures are outlined for the teacher. (TA)

ED 138 774 CE 010 944

Competency Based Curriculum. Pre-Vocational Business & Office Cluster. Two.

Journal Cit—ZJF95105
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—76
Note—336p.; For a related document see CE 010 943

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—*Basic Skills, *Business Skills, *Career Exploration, Classroom Materials, Curriculum Development, Curriculum Guides, Instructional Materials, Intermediate Grades, Junior High Schools, *Learning Activities, Office Occupations Education, *Office Practice, Performance Based Education, Prevocational Education, Resource Materials, Secondary Education

Developed to assist those who are engaged in implementing prevocational exploration programs concerned with business and office occupations, this second part of a two-part curriculum guide consists of experiential learning pacs that sample a variety of competencies performed by various workers employed in the business and office cluster. The intent of the learning pacs is to assist students in assessing whether they would like to prepare themselves for the kinds of work presented; the pacs are not intended to develop proficiency in the various occupational competencies. This second part of the guide contains materials for the following 25 learning activities: Keeping the petty cash box, preparing a flow chart, reading an 80-column punched card, understanding a form of computer language (the blinking lights–binary numbers), making appointments, receiving office callers, taking telephone messages, using the telephone directory, placing telephone calls, preparing a telegram, folding letters, wrapping packages *for mailing*, figuring amount of postage, using the ZIP Code Directory, making out an itinerary, completing a travel expense form, keeping a stock control record, operating the 10-key adding machine, preparing an agenda, filling in a deed, making out a receipt, preparing statements, making decisions about requisitions, using the paper cutter, using the cash register. Instructions and evaluation procedures are outlined for the teacher. (TA)

ED 138 775 CE 010 945

Home Economics. Exploration of Clothing Management, Production and Service Occupations. Performance Objectives. Criterion Measures.

Duval County School Board, Jacksonville, Fla.
Note—37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Clothing, Clothing Design, Clothing Instruction, *Criterion Referenced Tests, Junior High Schools, *Occupational Home Economics, Occupations

Several intermediate performance objectives and corresponding criterion measures are presented for each of five terminal objectives for a 12- to 18-week course designed to provide students in grades 8 or 9 with opportunities to explore a broad range of clothing management, production, and service occupations. The course was designed to provide students opportunity to explore concepts as they relate to the clothing industry and self employment in the field including expression through dress, elements and principles of design, social and psychological aspects of dress, fundamentals of fashion, identification and selection and care of textiles, selection and care and merchandising of clothing and accessories, consumer concerns, legislation, agencies, and employment opportunities. Included in instruction covered by the objectives are hands-on laboratory experiences which are basic to the specialized proficiencies needed for employment. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines). (JT)

ED 138 776 CE 010 973

Hilton, Arthur Lambert, George

Machine Shop. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 73
Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Hand Tools, *Machine Tools, Machinists, Senior High Schools, *Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 13 terminal objectives for a high school basic machine shop course. The materials were developed for a 36-week course (2 hours daily) designed to enable students to become familiar with the operation of machine shop equipment, to become familiar with those basic skills and trade technology required by the machinist in doing machinist work, and to diagnose and solve technical problems as expected of a competent journeyman machinist. Titles of the 13 performance objectives are the following: Safety (housekeeping, equipment, clothing, handtools); measurement (micrometer, calipers, scale, vernier); layout (centering); lubrication (machines, handtools); benchwork (chipping, filing, scraping); cutting tools; surface grinder; grinder (hand); drill press; power hacksaw; band saw; blueprint reading; and lathe. Also included for some of the intermediate performance objectives are notes on teaching *methods and media selection. (This manual and 54* others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines). (JT)

ED 138 777 CE 010 976

Tiffany, Earl

Industrial Electronics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.
Pub Date—Jan 75
Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Electronics, Senior High Schools, *Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 30 terminal objectives for a two-semester (2 hours daily) high school course in basic industrial electronics. The objectives cover instruction in basic electricity including AC-DC theory, magnetism, electrical safety, care and use of hand tools, electrical circuits, measuring devices, electric meters, transformer and controls, basic electrical motor and generator theory, and introduction to electronics. Titles of the 30 terminal performance objectives are the following: Course introduction, safety, hand tools, mathematics review, basic physics, basic circuits and components, conductors and insulators, resistance and resistors, D.C. measuring devices, D.C. circuit analysis, protective devices, magnetic fundamentals, electromagnetism and induction, basic meter movements, fundamentals of alternating current, introduction to A.C. mathematics, oscilloscope and signal generator operation, A.C. resistive circuits, inductors and inductance, capacitance and capicitators, inductive reactance and impedance, capacitive reactance and impedance, power in A.C. circuits, A.C. circuit analysis, series resonating circuits, parallel resonating circuits, principles of filters, transformers and transformer principles, dynamotors and converters and inverters and voltage regulators, and industrial electronics and the vacuum tube. (JT)

ED 138 779 CE 011 013

Gold, Jane

Child Care and the Working Woman. A Report of the Secretary's Advisory Committee on The Rights and Responsibilities of Women.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Jul 75

Note—54p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.20)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Child Care, *Child Care Centers, Conference Reports, Day Care Services, Delivery Systems, Federal Legislation, Government Role, *National Programs, Needs Assessment, Organization, *Program Development, Public Policy, Taxes, *Working Women

Identifiers—Fair Labor Standards Act, Income Taxes, Social Security Act Title XX

Proceedings of a 1975 conference on child care and the working woman for representatives from national women's organizations, child advocacy groups, labor unions, religious and consumer associations, and private individuals are contained in this report along with a summary of the 1975 report of the subcommittee on social services and welfare and recommendations. The conference report includes background information on the issues: Title XX of the Social Security Act, alternative organization models for child care services, child care as an income tax deduction, coverage of domestic workers under the Fair Labor Standards Act, and the organization of the conference. Recommendations for change are made in the following areas: Title XX and public participation, alternative organizational designs for delivering child services, child care as an income tax deduction, impact of the extension of the Fair Labor Standards Act to domestic workers on child care, and conference recommendations focused on the Department of Health, Education, and Welfare (DHEW) role in securing and designing a national child care program. Appendixes contain Congresswoman Margaret M. Heckler's speech, a list of conference participants, and program agendas for conference activities. (TA)

ED 138 782 CE 011 027

Budke, Wesley E., Comp. Gordon, Ruth, Comp.

Current Projects in Vocational Education-FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I and J).

Journal Cit—BBB11095

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Feb 77

Contract—300-75-0141

Note—272p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Abstracts, Bilingual Education, Career Education, *Contracts, Curriculum Development, Demonstration Projects, Educational Research, Elementary Secondary Education, *Federal Aid, *Grants, Post Secondary Education, Program Descriptions, *Research Projects, *Vocational Education

Identifiers—*Vocational Education Amendments 1968

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1 - September 30, 1976). Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by State within each of the four sections that pertain to the part of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (124 projects); part D, demonstration (60 projects); part I, curriculum development (15 projects); and Part J, bilingual vocational training (22 projects). The part C projects are grouped according to the following priority areas: Adult vocational education, postsecondary vocational education, individualization and modularization of instructional materials, special needs populations, and special projects of national significance; part D projects by experience-based career education, cluster projects, work experience and cooperative vocational education, and continuing K-14 career education and cluster projects. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period, and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and State. (Author)

ED 138 783 CE 011 034

Waddy, Paul H., Jr. Cunningham, Clarence J.

Analysis of 4-H Community Development Programs in the Cooperative Extension Service. Summary of Research Series.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—77

Note—51p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Community Development, Community Relations, *Cooperative Programs, County Programs, Extension Agents, *Extension Education, *Group Activities, *Program Design, Program Planning, Research, Surveys, Tables (Data), Youth Clubs, Youth Programs

Identifiers—*4 H Clubs, *Cooperative Extension Service

A three-part questionnaire requiring the prioritization of 93 program items under 13 identified program areas was administered to 207 Extension agents in counties from 30 States where 4-H Community Development (CD) programs were conducted through organized groups. The study was designed to (1) describe and analyze the 4-H/CD programs conducted by Extension agents and leaders through organized 4-H/CD groups at the local or county level, (2) determine the priority of 4-H/CD programs as perceived by Extension agents responsible for 4-H/CD groups at the county level, (3) describe and analyze the most important activities conducted, and (4) specify limitations and conditions involved in conducting 4-H/CD programs as perceived by Extension agents at the county level. In this report, the high priority items selected by the respondents in each of the program areas are listed and other findings relating to the size of the county staff, past 4-H activities, degree of support for 4-H/CD programs, and problems are briefly discussed under separate headings. The major part of this report consists of 13 tables (one for each program area) showing the rankings of the 93 program items. (SH)

ED 138 786 CE 011 055

Profiles of Career Education Projects. Second Year's Program. Fiscal Year 1976 Funding.

Journal Cit—BBB10300

Pacific Consultants, Washinton, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 76

Contract—300-76-0298

Note—224p.; For related documents see ED 114 586 and ED 120 411 ; Parts of document may be marginally legible due to print quality of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01664-8, $3.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Career Education, Demonstration Projects, Directories, Educational Improvement, Educational Objectives, *Elementary Secondary Education, *Federal Aid, Federal Legislation, Gifted, Handicapped Students, Higher Education, Information Dissemination, Learning Activities, Minority Groups, Post Secondary Education, *Program Descriptions, Program Design, Program Evaluation, *Program Improvement, Projects, Sex Stereotypes, Special Education, Teacher Education

Identifiers—*Education Amendments 1974, United States

Short summaries are given of 71 exemplary and demonstration career education projects funded by the Office of Career Education in 1976. The profiles are grouped into five categories and arranged alphabetically by State within each category: (1) Incremental Quality Improvement in K-12 Career Education Programs (32 projects); (2) Effective Methods and Techniques for Senior High Schools, Community Colleges, Adult and Community Educational Agencies, and Institutions of Higher Education (8 projects); (3) Special Segments of the Population (Such as the Handicapped, Gifted and Talented, and Minority and Low Income Youth) and Reduction of Sex Stereotyping in Career Choices (14 projects); (4) Training and Retraining of Career Education Teachers (4 projects); and (5) Communication of Career Education Philosophy, Methods, Program Activities, and Evaluation Results (13 projects). Each profile follows a similar format, including title and location of project, name of project director, funding, major objectives, project activities, evaluation, communication (e.g., materials developed during the project), and demographic data (e.g., levels/groups served, type of area served, and number of persons served). Appendixes contain the texts of the 1974 career education legislation (Section 406 of Public Law 93-380) and other Federal regulations related to career education. (LMS)

ED 138 787 CE 011 058

Bennett, Donald G.

Career Development for Farm Employment. Final Report.

Journal Cit—BBB13781

Rural Economics Inst., Davis, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date—Jan 77

Contract—DL-82-11-71-25

Note—57p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agricultural Laborers, *Career Ladders, Demonstration Projects, Employment Services, Farmers, Farm Management, Interagency Cooperation, Job Skills, *Job Training, Management Development, *Manpower Utilization, Mexican Americans, *Migrant Worker Projects, Migrant Workers, Personnel Management, Personnel Needs, Seasonal Laborers, Skill Development, Skilled Workers, Task Analysis, Unskilled Workers, *Vocational Development

Identifiers—California

In an effort to lessen the social and economic dysfunctions many California farm workers suffer because of the migratory and seasonal nature of their jobs, a three-phase study was conducted to research, develop, and implement a new career system for the farm worker. During the project's first phase, a job task analysis was conducted on four representative farms to develop a new job structure and related training sequences. The job structure and training were implemented on six farms during the project's second phase. Because of the lack of understanding by farm managers of personnel planning, the investigators developed a "Manpower

Planning Guide" that identified the man-hour requirements for each work activity for 20 different crops grown in California. It was found that with proper manpower planning many of the traditionally intermittent and seasonal work arrangements could be stabilized into permanent and year round jobs. Phase three of the project dealt with the development and promotion of a new interagency, cooperative agricultural career system. An interagency model was established in Fresno County with cooperation from 13 State, local, and community agencies to deliver new services in three areas: Employer education, short course skill training for unemployed and underemployed farm workers, and employment services. Because of the success of the demonstration model, other California counties have begun their own interagency service for farm workers. (LMS)

ED 138 799 CE 011 117

Wynn, George A. Ransom, Robert M.

The Development of an Innovative Strategy for Coping with the Transition from School to Work: Implications for High School Students.

Journal Cit—BBB06621
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Contract—NE-C-00-3-0079
Note—26p.
Available from—Paper presented at the American Educational Research Association Convention (April, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Behavioral Objectives, Course Evaluation, Course Objectives, Educational Research, Job Skills, *Problem Solving, *Program Effectiveness, Program Evaluation, Secondary Education, *Skill Development, *Student Development, Teaching Techniques, *Vocational Adjustment

An instructional unit, "Coping in the World of Work: Practice in Problem Solving," designed to assist 11th and 12th grade high school students in developing the ability to solve vocational adjustment problems was developed and evaluated. Instructional goals of the unit included the following: (1) To become acquainted with the range of job adjustment problems typically encountered in the world of work, (2) to learn a five-step problem solving approach for solving job adjustment problems, (3) to learn to apply the approach with real life simulated practice problems, and (4) to learn to use the approach with real problems outside the classroom. The five problem solving steps are diagnosing or defining the problem, generating alternative solutions, evaluating the solutions in terms of feasibility and usefulness, choosing a solution and implementing it, and validating that the solution accomplished its ends. Teaching methods such as filmstrips, case studies, role playing, brainstorming, group discussions, and individualized instruction were used. Pilot and field testing were conducted using two forms of assessment instruments based on the stated behavioral objectives. Gains registered by the experimental group were substantial whereas essentially no gains were registered by the control group. It was concluded from the pilot and field testing that the instructional unit helped students become acquainted with a range of work entry and job adjustment problems and learn a systemative five-step approach to cope with these problems. In addition, all instructors teaching the unit reported positive experiences with the unit and its content. (TA)

ED 138 806 CE 011 127

Sandell, Steven H. Shapiro, David

The Theory of Human Capital and the Earnings of Women: A Re-examination of the Evidence. Revised.

Journal Cit—FGK45110
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date—Jun 76
Note—33p.
Available from—The Ohio State University, College of Administrative Science, Center for Human Resource Research, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 ($.80)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Data Analysis, Educational Background, Equal Opportunities (Jobs), *Females, *Human Capital, *Income, Job Training, Males, Mathematical Models, *Models, *Sex Discrimination, Statistics, Theories, Wages, *Work Experience, Working Women

This paper discusses specification and interpretation of human capital models of women's earnings when data on actual work experience are available. It uses the segmented earnings function framework developed by Jacob Mincer and Solomon Polachek and considers the effects of data errors, issues involving data interpretation, consequences of model mis-specification, and the simultaneity problem. The male-female wage gap is reexamined in light of these considerations. It is concluded that appropriate analysis of the corrected data does not support originally published conclusions concernig the shape of the on-the-job investment profile, the importance of "depreciation" of human capital, and the proportion of wage gap that can be explained by differences in work experience between men and women. (Author/JT)

ED 138 808 CE 011 143

Ripley, Randall B.

The Implementation of CETA in Ohio. R&D Monograph 44. Final Report.

Journal Cit—BBB13219
Ohio State Univ., Columbus. Mershon Center.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—77
Note—64p.; Tables and footnotes may be marginally legible due to small type
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agency Role, Community Agencies (Public), Decision Making, Delivery Systems, Employment Problems, Employment Programs, *Employment Services, Employment Trends, Federal Aid, Federal Legislation, *Federal Programs, *Federal State Relationship, Government Employees, Manpower Development, Manpower Utilization, *Program Administration, Public Officials, *Public Service Occupations, State Agencies, State Officials, State Programs
Identifiers—*Comprehensive Employment and Training Act, *Ohio

This last of a series of reports on the implementation of the Comprehensive Employment and Training Act (CETA) in Ohio, from the inception of the program in 1974 through mid-1976, compares 16 of the 17 prime sponsors in the State. The monograph describes and explains patterns of influence over decisionmaking about CETA at the local level, a variety of programmatic choices, and patterns of client usage and service. Comments are also made on the roles of the State and of the Chicago regional office of the Department of Labor with regard to Ohio prime sponsors. The authors conclude there are three main problems and three principal achievements of CETA in Ohio. The problems relate to decreased or low level service to the most disadvantaged of eligible CETA clients, less attention to training and work-experience programs, and a vague and shifting Federal role in CETA. The principal achievements discussed are innovative and seemingly successful programs developed by some prime sponsors in the face of political and economic pressures, growing professionalism of the CETA system, and some meaningful and influential involvement in CETA decisionmaking through manpower planning councils. Recommendations are made regarding client service patterns, program comprehensiveness, public service employment, manpower planning councils, the regional office of the Department of Labor, and the State. The report also includes charts illustrating models of CETA implementation features in prime sponsorships, tables, and a bibliography. (LMS)

ED 138 809 CE 011 146

Copa, George H. Kleven, Bruce A.

Job Selection Patterns: Linkage between Vocational Education Programs and the Labor Market.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.
Pub Date—Feb 77
Note—161p.; Pages 77 and 78 (combining a followup questionnaire) were copyrighted and therefore removed. They are not included in the pagination ; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Employment Patterns, Geographic Location, *Graduates, Graduate Surveys, Industry, Job Market, Job Placement, Labor Market, Labor Supply, *Manpower Needs, *Occupational *Choice, Post Secondary Education, Prediction*, *Predictive Ability (Testing), Program Planning, Research, Secondary Education, State Surveys, Technical Education, *Vocational Education, Vocational Followup
Identifiers—Minnesota

The purpose of the study was to develop and test a concept for defining the linkage between vocational education programs and the labor market. The proposed concept was titled a "job selection pattern." Procedures included collecting and analyzing occupations selected by graduates of Minnesota's area vocational technical institutes. Program areas were selected using three criteria: (1) At least one program area was selected from each of the traditional vocational education areas. (2) At least one program area was selected which was directed toward each of the basic categories of occupations of relevance to vocational education. (3) At least one program area was selected which traditionally had enrolled persons of each sex. Two major conclusions were that (1) there was a unique job selection pattern for each program area and patterns overlap between program areas, and (2) on the issue of stability of job selection patterns over time, program areas vary substantially in degree of stability and that individual program areas may have both stable and unstable aspects within their own patterns. The first section of this report describes the basis for developing the concept of a job selection pattern; the next section displays the results of trying out the concept on graduates of a selected sample of program areas. (LAS)

ED 138 810 CE 011 151

Rosen, David Paul And Others

Masters of Reality: Certificate or Performance? Toward Policy and Practice for Postsecondary Education and Work Programs Based on Outcomes for Students.

Journal Cit—BBB12349
National Student Educational Fund, Washington, D.C.
Spons Agency—National Advisory Council for Career Education, Washington, D.C.
Pub Date—Jan 77
Note—219p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Career Education, Case Studies, Community Colleges, Demonstration Programs, Educational Objectives, Graduate Study, Higher Education, Junior Colleges, Performance Based Education, *Policy Formation, *Post Secondary Education, Professional Education, Program Descriptions, *Program Development, Program Effectiveness, Program Evaluation, Universities, *Work Experience Programs

A study was conducted to obtain an initial view of exemplary programs involving an emphasis on work and education in postsecondary settings. Twenty programs were selected and described on the basis of comprehensiveness of approach, cross-section of institutional settings, cross-section of educational traditions or approaches to career education, preliminary or final evaluation demonstrating a positive change in student outcomes, faculty/-guidance/administrator outcomes and community persons outcomes, and overall judgment that significant positive outcomes warrant communication of success to outside institutions, communities, peers, and the general public. Institutions represent three categories: 2-year community colleges, 4-year colleges and universities, and undergraduate and graduate professional schools. The report contains a summary of the findings and recommendations to the National Advisory Council for Career Education regarding the setting of priorities for post-secondary education and work programs. Analyses of findings are discussed in length, and five major problem areas in developing postsecondary education and work programs based on outcomes for students are identified: Integration of abstract and experiential learning, assessment of student outcomes, credentialing based on student performance, information for planning, and Federal and State administration of postsecondary education and work programs. The report is contained in 39 pages; the remainder of the document consists of profiles of each of the 20 programs, each including description of origins, purposes, activities, and outcomes. (TA)

ED 138 812 CE 011 155

Jackson, Jacquelyne Johnson

Career Options for Black Women.

Journal Cit—BBB10536
Duke Univ., Durham, N.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date—76
Note—372p.; For a related document see CE 011 156
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—Affirmative Action, Agency Role, *Blacks, *Career Opportunities, Educational Experience, Educational Needs, Employment Opportunities, Employment Projections, Family Influence, Federal Government, Federal Legislation, *Federal Programs, *Females, Government Role, Individual Needs, Needs Assessment, Occupational Information, Occupational Mobility, Occupations, Policy Formation, Professional Occupations, *Program Effectiveness, Racial Differences, *Research Needs, Research Problems, Socioeconomic Influences, Socioeconomic Status, Working Women
Identifiers—*National Institute of Education, NIE

The specific problem conceptualized for this position paper was that of deriving inferences from statistical data which permitted some determination of the probable effects of recent federal policies and programs on the career options of black women, and, along with other relevant data, to develop a set of recommendations concerning the types of policies and programs which best aid black women in using and improving their career options. In addition, three issues (competent education, traditional female roles, conflicting minorities) are examined as they relate to the current efforts to aid black women. Myths and realities about occupational, familial, and educational statuses of black women are discussed in detail. Employment outlooks for 17 occupations through the mid-1980's are discussed. Career options for black women and the National Institute of Education (NIE) role are examined; recommendations are made which focus on the major concerns and strategies of the Education and Work Section of NIE as they relate to black women. It is concluded from statistical data that federal policies and programs had insignificant, weak, or moderate impacts on career options for black women. It is also noted that the survey of related data tended to confirm the general paucity of empirical data about the relationship between schooling, family, work, and income for black women, thereby leading to the overriding recommendation for a massive research undertaking of this type. Tables are included for 1974-75 predictions of training and other qualifications, and employment outlooks for selected occupations (66 pages). (TA)

ED 138 813 CE 011 157

Bina, James V. Hull, William L.

Organizing and Conducting Demonstration Projects in Vocational Education. Research and Development Series No. 117.

Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—G00-75-01704
Note—25p.; For a related document see CE 011 158
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Administrator Guides, *Demonstration Projects, *Diffusion, Organizational Communication, *Program Development, Program Evaluation, *Program Planning, Resource Allocations, *Vocational Education

This resource book, designed as a planning tool for demonstration project directors, discusses the following six key elements which have application at all three stages of a demonstration project: (1) Objectives, (2) resources, (3) endorsement, (4) communications, (5) evaluation, and (6) outreach. Each of these elements is discussed within the context of demonstration projects regarding plan, operation, and replication. Each chapter is organized into a discussion of the essential elements, action steps for implementing the elements by stages, and an activities checklist. Project directors may also use this guide to determine the adequacy of activities in the operational phase of a demonstration project. (Information in the guide is based on a mail survey response from 54 federally funded exemplary project sites in the spring of 1976.) (LAS)

ED 138 814 CE 011 158

Hull, William L. Bina, James V.

The Influence of Selected Organizational and Administrative Variables on Continued and Extended Use of Exemplary Projects in Vocational Education. Research and Development Series No. 116.

Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—G00-75-01704
Note—104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrative Organization, *Adoption (Ideas), Agencies, *Demonstration Projects, Diffusion, Educational Innovation, Federal Aid, Information Dissemination, Material Development, National Surveys, *Organization, *Organizational Communication, *Program Administration, Research, School Districts, Secondary Education, Site Analysis, *Vocational Education

An exploratory research study of exemplary part D projects funded during the first cycle, July 1, 1970, through June 30, 1973, was conducted (1) to examine administrative and organizational variables which influence continuation and replication of materials and activities of exemplary projects; and (2) to formulate this knowledge into a brief, useful demonstration guide for local project directors (see CE 011 157). A mail survey with followup procedures by telephone and mail was the primary means of data collection. Fifty-four of the 59 (92%) vocational education exemplary project directors responded. Thirty-nine of 78 (50%) replication site respondents returned the questionnaires. Followup visits to selected exemplary sites for the current year were used to check the validity of the survey. Onsite personal interviews with 26 selected project directors and staff members in 11 States were also conducted. During these visits, project personnel reviewed drafts of the demonstration guide. A key finding indicated that those sites most likely to continue the demonstration collected evaluation data more frequently than those sites less likely to continue. Additional findings indicated that project continuation was associated with (1) use of an experienced project director; (2) use of weekly staff meetings; (3) use of one to six hours of staff inservice; and (4) use of students and labor representatives on advisory committees. (Authors/LAS)

ED 138 815 CE 011 168

Pautler, Albert J., Jr., Ed.

The Future of Vocational Education. A Report on the National Bicentennial Conference on Vocational Education (Minneapolis, Minnesota, October 10-13, 1976).

National Advisory Council on Vocational Education, Washington, D.C.
Pub Date—77
Note—56p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Conference Reports, *Educational Development, *Educational Needs, *Educational Policy, *Futures (of Society), Labor Market, Manpower Development, Manpower Needs, Policy Formation, Political Influences, Public Policy, Socioeconomic Influences, *Vocational Education
Identifiers—United States

Proceedings are presented from a conference of over 1,000 people, the purposes of which were (1) to look at the future of vocational education, (2) to examine the influences which make an impact on present and future vocational education decision and policymakers, and (3) to arrive at a suggested national policy for vocational education. Sections 1 and 2 are conference opening remarks and the keynote address, "Education for Work–A National Imperative," by Congressman Albert H. Quie. Section 3 consists of abstracts of six major addresses: Education for What? The Place of Skill Acquisition; Vocational Education Policy; The Future of Vocational Education; The Future of Vocational Education: A Youth Perspective; and The Future of Vocational Education: A Student Perspective. Abstracts of 15 forum presentations constitute section 4: An Economist's Message; Labor and Vocational Education; International Issues; Competence Based Education; Sociological Dimensions and Considerations; Demographic and Employment Perspective; Meeting the Needs of the Handicapped; Guidance and Counseling; Delivery Systems of the Future; Meeting the Future Vocational Needs of Native Americans; Managing Technological and Organizational Change; Future Vocational Education Delivery Systems; Future Political Impact; What Should Be Taught in the Future; and The Future Participations of Minorities and Women. The final two sections are a five-page conference summary statement and a statement on the future of vocational education by Albert J. Pautler. (LAS)

ED 138 816 CE 011 173

Gordon, Alice K. And Others

Conceptual Framework for Curriculum Decisions in Education for Marketing and Distribution Careers.

Journal Cit—BBB14453

Contract Research Corp., Belmont, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—Mar 76

Contract—OEC-0-73-5233

Note—66p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01549-8)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Change Strategies, *Conceptual Schemes, *Curriculum Development, Decision Making, *Distributive Education, *Educational Planning, Elementary Secondary Education, Integrated Curriculum, *Marketing, Models, Occupational Clusters, Program Planning

Developed to provide bases for curriculum decisions in education for marketing and distribution careers, the conceptual framework presented here contains the following elements: Identification of social, economic and educational trends which affect employment and education in marketing and distribution; an assessment of current education practice; an analysis of any discrepancy between needs and practice; and recommendations for changes which will reconcile practice and need. Reasons are examined for the development of the career education concept, the way in which marketing and distribution occupations may be viewed in light of it, the content of the occupational cluster schema, and its implications for education in marketing and distribution, kindergarten through adult. Major topics discussed include the following: Determining the organization of marketing and distribution occupations, bases for curriculum decisions (career awareness, exploration, and preparation, K-12 and adult), implementation decisions in grades K-12 and adult, curriculum development, instructional strategies, and program management. An appendix contains cluster diagrams for occupations in marketing and distribution. (TA)

ED 138 819 CE 011 192

Bailey, Larry J.

Career and Vocational Education in the 1980s: Toward a Process Approach. Final Report.

Journal Cit—BBB13249

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—15 Jun 76

Note—87p.; "Appendix A, Foundations for a Redefinition of Educational Purpose: A Quotational Bibliography" was removed because of copyright ; Best copy available

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Change Strategies, Educational Change, Educational Development, Educational History, *Educational Philosophy, Educational Research, Educational Theories, *Educational Trends, *Humanistic Education, Humanization, Individual Development, Literature Reviews, Models, *Process Education, Relevance (Education), *Vocational Education

A broad outline is presented of process education, defined as a humanistic view of education focusing on the learner and the development of those skills which are believed to be central and important to functioning in the reality of present and future decades. Also discussed is how career and vocational education might be incorporated in such a global paradigm. Historical attempts to define the purpose of American education are summarized and then related to the development of career and vocational education. A developmental curriculum model for career education is presented as a means to the integration of process and career education. Scholars, researchers, curriculum theorists, and policy makers in career education are challenged to build on the theories and trends identified in developing a more humanistic educational system. (TA)

ED 138 820 CE 011 193

Beaulieu, Reo A. Erickson, Stanley A.

An Information Network and Simulation Model for Vocational Education. Final Report. Rhode Island Model II. Volume 1.

Journal Cit—RMQ66000

Rhode Island State Dept. of Education, Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Contract—OEG-007500326

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Costs, Demography, Educational Benefits, Educational Planning, Enrollment, Labor Market, *Management Information Systems, *Models, Policy Formation, Population Trends, *Simulation, *Statewide Planning, *Vocational Education

Identifiers—Rhode Island, *Rhode Island Model II

A project explored less costly methods by which educational planning and control information could be collected, organized, and disseminated to appropriate planners and policymakers. An existing prototype computer simulation was refined and further developed by incorporating into it additional demographic, manpower, educational, and economic data by modifying it to accommodate additional variables and parameters, and by experimenting with various model computer simulation runs to provide a range of outputs and thus test the reasonableness and validity of the model for planning and policymaking purposes. The project result, Rhode Island Model II (RIM II) constitutes (1) a common demographic, manpower, and educational data base for dissemination and use by planners and policymakers and various levels in different State and local agencies; (2) a process and mechanism for improving communication and coordinating the efforts of State agencies involved in meeting occupation and training needs of the State's population, and (3) an analytic and planning tool to assist the Department of Education in analyzing the impact of different demographic and economic contingencies in the State's educational system and assess the consequences of alternative educational policies. RIM II is composed of five sectors dealing with the State population, labor market, student enrollments, educational costs, and educational benefits. These can be operated and analyzed separately or together. On the basis of data collected from a variety of sources, RIM II has been shown to successfully reconstruct the behavior of the system from 1960 to the present. It also extrapolates the behavior of the system into the future. It is recommended that RIM II be fully implemented within the State through model runs based on available data. (LAS)

ED 138 829 CE 011 232

Kosier, Mary W.

CKAVTS Career Development Project. Resource Handbook. K-12.

Journal Cit—RMQ66000

Central Kansas Area Vocational Technical School, Newton. Administrative Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 73

Note—75p.; For a related document see ED 089 172

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, *Career Planning, Curriculum Development, Demonstration Projects, Educational Objectives, Elementary Secondary Education, Fused Curriculum, Instructional Materials, *Integrated Activities, *Learning Activities, Resource Materials, Teacher Developed Materials, *Vocational Development

Identifiers—Kansas

Goals, objectives, and sample units used during Phase II of a career development project conducted by the Central Kansas Area Vocational Technical School (CKAVTS) Administrative Center to demonstrate the integration of career development in the classroom are contained in this resource handbook for grades K-12. The materials were developed by target teachers involved in the project and are divided as to grade level, i.e., K-3, 4-6, 7-9, and 10-12. Activities for grades K-3 include career education through a service project, self awareness activities, understanding basic feelings, and a cheese making project related to social studies, science, mathematics, and language arts. Activities for grades 4-6 are described involving the world of work and career development activities. Activities for grades 7-9 relate to values, jobs related to agriculture, small group projects for exploring the world of work, outline of CKAVTS career education program, and career education in social studies. Activities for grades 10-12 include world of work project, occupational information, career education in cooperative industrial training, and career guidance. (TA)

ED 138 830 CE 011 233

Stump, Robert W.

Occupational Mobility and Career Planning: What Is Needed?

Journal Cit—BBB10536

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—9 Feb 76

Contract—400-77-0014

Note—20p.; Paper presented at the Career Educational National Forum (2nd, Washington, D.C., February 8-11, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Change, *Career Planning, *Data Analysis, Data Collection, *Information Needs, *Occupational Choice, *Occupational Mobility, Occupations, Research

According to the author, a review of occupational changes and alternative views of occupations leads to the following conclusions: (1) Occupational mobility–job changing–is a fact of life in the American economy and is likely to continue. (2) The way occupations are generally examined through national surveys does not consider how an individual's abilities or a job's requirements influenced this change. (3) A variety of alternative schemes has been developed for looking at jobs and occupations. Each relies on one or more common elements present in work situations and describes jobs in the ways they relate to this common element. (4) Very few attempts have been made to look at occupational mobility through these schemes, or to test the validity of these schemes through an analysis of occupational mobility. These conclusions point to two primary needs. The first is to continue the search for ways of identifying elements in jobs and individual's abilities that make occupational changes happen. The second is to be creative in examining the actual job movement of individuals through studies of job and occupational mobility. (This document includes a discussion of data collection methods and studies on occupational mobility, and alternative views of occupations–worker trait groups, functional job analysis, and self-directed search.) (TA)

ED 138 831 CE 011 234

Kohen, Andrew I. And Others

Career Thresholds: Longitudinal Studies of the Educational and Labor Market Experiences of Young Men. Volume Six.

Journal Cit—BBB13219

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 77

Note—383p.; For related volumes see MP 000 718 (ERIC Manpower Research Studies), ED 047 104, ED 054 336, ED 074 280, and ED 111 961 ; Parts of appendices may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Descriptors—Adults, Career Education, Educational Experience, Educational Trends, *Employment Experience, Employment Trends, Individual Differences, Job Training, *Labor Market, Longitudinal Studies, *Males, Military Service, *Occupational Aspiration, Occupational Mobility, Racial Differences, *Socioeconomic Influences, Socioeconomic Status, Unemployment, Work Experience, *Young Adults, Youth Employment

Identifiers—Civilians

This volume focuses on young men whose ages span the years of transition from adolescence to adulthood, and analyzes a number of facets of their educational and labor market experiences over the period from 1966 to 1971. It is based on data from the National Longitudinal Surveys, collected by annual personal interviews with the same national sample of young men. Data include a detailed record of educational experience, information concerning first job after leaving school, a detailed work history during the survey period, and information about social, psychological, and economic characteristics of the respondents that are hypothesized to influence labor market behavior. Chapter 1 provides an overview of the 5-year period. Chapter 2 explores the factors related to the levels of educational and occupational aspirations expressed by those youth who were in high school at the beginning of the 5-year period. Chapter 3 analyzes the effects of various forms of investment in human capital on an individual's labor market position. Chapter 4 focuses on occupational mobility. Chapter 5 examines the unemployment experience of male youth, and chapter 6 discusses the impact of military service on a youth's subsequent labor market experience. Summary and conclusions are included in each chapter. Appendixes contain supplementary tables and instruments used in the studies. (TA)

ED 138 833 CE 011 243

Edson, C. H.

The Reform of Vocational Education: The Relationship between Jobs and Schooling.

Pub Date—7 Apr 77

Note—14p.; Paper presented at the annual meeting of the American Educational Research Association (New York City, New York, April 7, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Change Strategies, *Educational Change, Educational Development, *Educational History, Educational Philosophy, Educational Policy, Trend Analysis, *Vocational Education

Successful changes that took place as a result of vocational education during the first two decades of the twentieth century are examined and historical parallels are drawn with career education today. The major intent is to give one example of how historical inquiry can inform policymakers who want to design and oversee educational reforms. The success of vocational education is analyzed in terms of (1) structural innovations (such as the comprehensive high school, the junior high school, and vocational guidance); (2) an emerging ideological consensus that schools can-and should-prepare youth for jobs; and (3) the creation of new groups with vested interests in maintaining those structures (such as vocational education teachers, guidance counselors, and IQ testers). The author concludes that, in terms of ideology, the success of vocational education may be seen in the unquestioned acceptance of the idea that schools should and can prepare youth for rapidly changing career requirements, with the result that career educators tend to narrowly focus their attention on how the schools can best perform that function. Advocates of career education are urged to be aware that designing and overseeing educational reform requires a thorough understanding of all the questions implied (particularly the question of whether schools can prepare youth for jobs) and that historical inquiry need not be immodest about what it can contribute to that process. (LAS)

ED 138 834 CE 011 247

Altman, James W.

Transferability of Vocational Skills: Review of Literature and Research. Information Series No. 103.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—NE-C-00-3-0078

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavior, Cognitive Processes, Educational Research, Job Skills, *Motivation, *Performance Factors, *Success Factors, *Task Performance, *Transfer of Training, Vocational Adjustment, Vocational Education

This paper conjectures about motivational, behavioral, and contextual factors in the transferability of vocational skills–factors which will influence performance when and if movement into or across jobs occurs. It is assumed that skill transfer depends upon similarity within and among motivational, contextual, and behavioral factors, referred to as domains. The basic points of view presented about each domain are (1) the motivational domain concerns interests, attitudes, goals, and reinforcers which guide the individual's actions, (2) the behavioral domain concerns the sequence and array of processes through which an individual arrives at measureable end performance having practical utility, and (3) the contextual domain concerns the performance requirements imposed by the environment as well as the organizational, information, and physical support provided. The structure and functioning of each domain is discussed in separate sections. A final section considers the implications for education of current knowledge about skill transfer. Characteristics of educational outcomes which would lend confidence in transferability of skills are defined. Educational implications of conjectures made in the paper are examined through a series of recommended steps for educational development: (1) Define and analyze criterion contexts; (2) develop educational tasks; (3) optimize educational sequences; and (4) optimize conditions of skill acquisition. (LAS)

ED 138 837 CE 011 307

Rogers, Helen V.

Nursing III. A Course of Study. Health Occupations Education.

Journal Cit—BBB14546

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupations Education.

Pub Date—76

Note—1,201p.

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 ($20.00)

EDRS Price MF-$2.17 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Content, *Curriculum, Curriculum Guides, *Diseases, Health Occupations Education, Human Body, Learning Activities, *Mental Illness, *Practical Nursing, Student Evaluation, Units of Study, Vocational Development

This curriculum guide for instructors provides a course of study (Nursing III) requisite for the third and concluding portion of a 1-year practical nursing curriculum designed to continue opportunities for career mobility in the health occupations. Content is in three sections: (1) Medical Surgical Nursing II, (2) Mental Health Nursing, and (3) Advanced Personal Vocational Relationships. Although it is designed to serve the third area of practical nursing instruction, the content is also considered appropriate for instructing more advanced nursing and other health occupations students. Each of the three sections is comprised of several instructional units: Section 1 includes 14 units covering diseases of several body systems, i.e., musculoskeletal, central nervous, cardiovascular, gastrointestinal, urinary, male reproductive, and endocrine, as well as the ear, eye, nose, and throat; skin disorders and allergies; neoplastic disorders; nursing the geratric patient; and rehabilitation. Section 2 has four units which include an introduction to nursing the mentally ill; personality development; emotional and mental disturbances; and the therapeutic environment. The two units in Section 3 cover finding and keeping a job; and legal and ethical responsibilities of the licensed practical nurse. Each unit is planned for more than one lesson and includes behavioral objectives, suggested activities for teachers and students, information sheets (cognitive content), and assignment sheets (practice for paper and pencil activities), job sheets (procedures for skill development), visual aides (transparency masters), and tests with answers. (EM)

ED 138 838 CE 011 309

Sawatzky, Joyce

Housing and Home Furnishings. In-Depth Curriculum. Vocational Home Economics Education.

Journal Cit—BBB14547

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.

Pub Date—76

Note—452p.

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 ($12.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Building Design, Career Education, Curriculum Guides, Design Needs, Family Environment, *High School Curriculum, *Home Economics Education, *Home Furnishings, *Housing, Interior Design, Interior Space, Senior High Schools

This curriculum guide for home economics instructors of eleventh and/or twelfth grade students builds on content received in Home Economics I and II, and provides a 12- to 18-week course of study designed to increase basic knowledge and develop skills in living space and its design, home selection and finance, housing exteriors and interiors, selection and purchase of furnishings, and housing employment opportunities. Content is in six sections: (1) Effects of Housing on People, (2) Housing Selection, (3) Housing Exteriors, (4) Housing Interiors, (5) Home Furnishings, and (6) Housing Careers. Each of the sections consists of one or more instructional units: Section 1, two units (Living Space Design, Living Space and Human Needs); Section 2, two units (Housing Selection, Home Finance); Section 3, two units (Construction and Architectural Design, Environmental Space Planning); Section 4, five units (Floor Coverings, Consumer Purchasing of Floor Materials, Wall Treatment, Windows and Window Treatment, Draperies and Curtains); Section 5, four units (Style, Construction, and Selection of Furniture; Appliances; Accessories; Moving); and Section 6, one unit (Employment in Housing and Home Furnishings Occupations). Each unit is planned for more than one lesson and includes some or all of the following: Performance objectives, suggested activities for teacher and students, information sheets (cognitive content), assignment sheets (practice for paper and pencil activities), job sheets (procedures for skill development), visual aides (transparency masters), and tests with answers. (EM)

ED 139 903 CE 008 640

Sage. September '72.

California Univ., Los Angeles. Graduate School of Education

Pub Date—Sep 72

Note—52p.; Marginal illustrations; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Advisory Committees, *Career Education, Community Control, Graduate Study, Humanistic Education, Internship Programs, Occupational Surveys, Regional Cooperation, Secondary Education, *Vocational Education, Welfare Services

Identifiers—Office of Education, United States

Written primarily by Education Professions Development Act (EPDA) fellows in the University of California, Graduate School of Education, Division of Vocational Education, this issue is a compilation of 14 articles on vocational education: (1) Career Education, We May Need to Explain the "Whole Thing" (Tony Pitaie), (2) The Historical and Social Base for Vocational-Technical Education Principles (Parker V. Foster), (3) The Myth of Community Control of Schools (Lloyd M. McCullough), (4) The Internship Concept for Doctoral Students in the Graduate School of Education ('Petsalozzi"), (5) USOE–The Pre and Post Conceptions of One Involved Observer (Chris T. Chialtas), (6) Why Didn't They Tell Me? (Ralph Bregman), (7) The Regional Concept for Vocational Education in California Secondary Schools (Parker V. Foster), (8) Interpersonal Relations Achieved Through Simulation (Alan P. Wunsch), (9) Have We Been Following Our Products? (Joseph A. Miller), (10) Evaluation of Vocational Education Advisory Committees (Ralph Bregman), (11) Points to Keep in Mind When Considering and/or Conducting a Field Project under Subcontract (Ralph Bregman, Greg Ohanneson, and Parker Foster), (12) The Imperial Valley Occupational Survey (Greg Ohanneson), (13) Education–A Tool for Welfare Reform? (Frank Santoro), and (14) Humanistic Education (Lawrence A. Johannsen). (EM)

ED 139 904 CE 009 933

Wendel, Robert, Ed. And Others

A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.

Journal Cit—RMQ66000

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—135p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Adult Basic Education, Adult Education Programs, *Adult Educators, Adult Learning, Decimal Fractions, Guidelines, High School Equivalency Programs, *Inservice Teacher Education, Instructional Materials, *Learning Activities, Measurement, *Metric System, Program Administration, Teaching Guides, Temperature, *Units of Study, Weight

This series of seven booklets is designed to train teachers of adults in metrication, as a prerequisite to offering metrics in adult basic education and general educational development programs. The seven booklets provide a guide representing an integration of metric teaching methods and metric materials to place the adult in an active learning environment, with learning activities arranged to help the adult learn metrics by actually using metric measures. The first section of booklet 1 contains a general introduction to the series and to metrics instruction; the second contains guidelines for conducting inservice sessions on metrication; the third section is an evaluation of selected metric equipment. Booklets 2-7 each contain from one to four units of instruction for teacher inservice sessions. Unit contents include objectives, teaching strategies, teaching evaluation, sample written exercises, and lists of resources. The units in their respective booklets are as follows: Booklet 2–understanding the need for metrics, understanding calibration, the decimal system, and understanding prefixes; booklet 3–measuring length, and determining area; booklet 4–measuring volume; booklet 5–measuring weight; booklet 6–determining temperature; and booklet 7–conversion between metric units. (Although the series could be used by adult educators for self-study, the authors recommend that it accompany inservice sessions led by trained metric educators.) (MF)

ED 139 906 CE 010 314

Struck, John W. Curtis, Carroll A.

Research and Development Project in Career Education. Final Report.

Journal Cit—BBB09463

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 74

Contract—OEG-0-73-3007

Note—216p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrator Attitudes, Career Choice, *Career Education, Computer Oriented Programs, Curriculum Development, *Educational Objectives, Educational Research, Elementary Secondary Education, Job Placement, Parent Attitudes, Pilot Projects, *Program Administration, Program Descriptions, *Program Effectiveness, *Program Evaluation, School Districts, Student Attitudes, *Student Evaluation, Teacher Attitudes, Vocational Counseling, Vocational Education, Work Experience Programs

Identifiers—Pennsylvania

Specific programmatic segments of career education developed at four career education pilot sites in Pennsylvania–Ebensburg, Crawford County, Philadelphia, and McKeesport–were evaluated for the period June 1973 to September 1974. Evaluation was conducted through questionnaires, interviews, and observation. The Ebensburg project, conducted at a vocational-technical school, expanded the TIME scheduling model (Temporally Individualized Modular Education–a flexible scheduling arrangement) into the business education departments at six leading high schools. Practicum modules for academically oriented students and job or work experience modules were provided. The Crawford County project focused on the elementary component of career education to continue to develop and implement a model computer resource career oriented curriculum for use at the K-6 level which focuses on career awareness, self-awareness, and the significance of work. Field orientation and exploration constituted a significant part of the Philadelphia program and also featured a strong career counseling and guidance component. The McKeesport project focused on the development, operation, testing, expansion, and diffusion of a comprehensive career education program (K-12) with emphasis on developing a model adaptable by other school districts. In this report, goals and objectives, procedures, evaluative results, conclusions, and recommendations are described in detail for each of the four sites. Appendixes contain questionnaires, evaluation forms, and other materials used in the evaluation study. (TA)

ED 139 907 CE 010 316

Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.

Journal Cit—ECC18825

Peat, Marwick, Mitchell, and Co., Hartford, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date—Dec 75

Note—128p.; Some tables may be marginally legible due to small print of the original document

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Educational Facilities, *Educational Opportunities, Estimated Costs, Facility Planning, *Facility Utilization Research, High School Organization, Program Costs, School Schedules, Senior High Schools, *Vocational Education, *Vocational High Schools

Identifiers—Connecticut

This final report discusses a project designed to study increased use of the 16 vocational-technical (VT) schools in Connecticut to serve more individuals of high school age; compare advantages and disadvantages of feasible alternatives; and recommend viable approaches for increasing facility use for serving more individuals. Chapter I outlines the project. Chapter II discusses 10 options which were studied, for example: Operate VT schools on a continuous school year basis. Each option section covers requirements for adoption and the advantages and disadvantages of the option. Chapter III presents five suggested alternatives for uses of the facilities. Each alternative section presents a description and provides the following information: Number of students utilizing VT schools, number of students graduating each year, composition of students' instructional program, instructional continuum, VT school facilities, equipment, staffing requirements, curriculum considerations, student scheduling, impact on local education agency, impact on students, bus transportation, public relations/information dissemination, and estimated resources requirements. Chapter IV provides estimated operating, capital, and start-up costs for each alternative. Cost estimates for building more vocational schools are also given. Chapter V suggests implementation tasks and gives target dates for the various steps for the five alternatives. Schedules, tables, evaluative criteria, and other related materials are included in the report. (LMS)

ED 139 908 CE 010 317

Brickell, Henry M. And Others

Three-Site Evaluation for Career Development Projects.

Journal Cit—BBB09463RUF67055

Policy Studies in Education, New York, N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 76

Note—156p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Academic Achievement, Affective Objectives, *Career Education, Cognitive Objectives; Cost Effectiveness, Elementary Secondary Education, Fused Curriculum, Program Costs, *Program Effectiveness, Program Evaluation, *State Programs, *Student Evaluation, *Vocational Development

Identifiers—*Ohio

An evaluation was done of three sites (Cincinnati, Cleveland, and Springfield) participating in Ohio's Career Development Program for students in grades

K-10 from 1975-1976 to (1) assess leadership characteristics of the individual programs and classroom teaching activities of the program teachers and (2) determine the amount and type of student learning of career education concepts in grades 3, 6, 8, and 10. To assess the program process, the local program directors, school administrators, teachers, and students were interviewed, instructional materials were examined, and classrooms were visited during 2-day site visits. Utilizing tests developed in Ohio, the pretest status and pre- and posttest growth of program and non-program students were analyzed to evaluate student learning. The 11 conclusions regarding student learning suggest that the program has influenced the learning of students, has made slightly more impact on cognitive than affective learning, and has been most successful in the elementary grades. The four conclusions about program process indicate that program directors and coordinators are capable of assuming a leadership role in infusing career development concepts into their schools, and appear to be providing for program expansion. (The appendix comprises two-thirds of this report and includes process evaluations and the pre- and posttest findings from the three study sites.) (EM)

ED 139 910 CE 010 765

Basualdo, Eugenio A.

Supervised Student Teaching.

State Univ. of New York. Coll. at Utica/Rome. Dept. of Vocational-Technical Education.

Pub Date—[76]

Note—141p.; Several pages (containing sample lesson plans) were copyrighted and therefore removed. They are not included in the pagination ; Some parts may be marginally legible

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Higher Education, Inservice Teacher Education, Instructional Materials, *Manuals, Methods Courses, Part Time Students, Preservice Education, *Student Teaching, *Worksheets

The three manuals included in this document are the results of a project which revised the student teaching courses offered by the Vocational-Technical Education Department at the State University College at Utica/Rome (New York). (Project procedures involved the following: (1) Materials and ideas available in the department regarding student teaching were identified, (2) an ERIC search on student teaching materials was conducted, and (3) 83 persons responsible for student teaching in vocational education (as identified in the "1975-76 Industrial Teacher Education Directory") and 45 State vocational education directors were requested to send ideas/materials related to student teaching.) Each of the manuals includes sample assignment sheets covering various aspects of teaching, and teacher-related activities (i.e., relationship with school staff, student activities, preparing quizzes). The manuals are designed for three student types. "VTE 492 Supervised Student Teaching Directions and Assignments" is designed for full-time preservice vocational-technical students in a six-semester hour student teaching course. "VTE 468 Modularized Preservice Student Teaching Directions and Assignments" is designed for part-time (usually employed) preservice vocational-technical students in a two semester hour student teaching course. "VTE 467 Modularized Inservice Student Teaching Directions and Assignments" is designed for part-time inservice vocational-technical teachers who are trying to obtain State certification. (LAS)

ED 139 911 CE 010 777

Barrett, Leverne A. Mack, Rodney P.

A Career Approach to Natural Resource Management in Wildlife and Recreation. Final Report.

Journal Cit—BBB02135

Conrad Weiser Area School District, Robesonia, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—28 Sep 76

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Exploration, Curriculum, Employer Attitudes, Employment Qualifications, Environmental Education, Field Experience Programs, Forestry, Job Placement, Job Skills, *Natural Resources, Occupational Information, Program Descriptions, Program Evaluation, *Recreation, Secondary Education, *Skill Development, Student Evaluation, *Student Experience, Student Projects, Surveys, Unit Plan, *Vocational Agriculture, Vocational Education, *Wildlife Management

Identifiers—Pennsylvania

The "Career Approach to Natural Resource Management in Wildlife and Recreation" program has completed its second year at Conrad Weiser High School in Robesonia, Pennsylvania. It is a vocational natural resources course designed to prepare workers in wildlife and recreation management, with strong emphasis on field study and/or "hands-on" experiences. Classroom activities are supplemented with a complete mechanics program; learning experiences are designed to provide skills to meet job entry requirements. In this report, general project evaluations and accomplishments are discussed in the areas of individual and group learner projects, camp owner-manager rating of skill areas of the natural resources curriculum, occupational outlook in recreation natural resources for the Pennsylvania area, instructor's evaluation of level of class achievement, and written test results on environmental attitude, school sentiment index, and cognitive knowledge of natural resources. Conclusions presented note that student achievement in projects completed and their improved test scores indicate a degree of program success; survey results presented indicate a need for persons with the skills acquired as a result of the program. Job placement and implications of program outcomes for the State are also discussed. Appendixes contain the recreation natural resources survey of camp owner-managers and the outline of the Conrad Weiser natural resources course of study in vocational agriculture. (TA)

ED 139 912 CE 010 790

Lovell, Malcolm And Others

Youth Unemployment: The Need for a Comprehensive Approach.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—Mar 77

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Advisory Committees, Educational Coordination, Educational Needs, *Educational Policy, Employment Problems, *Employment Programs, Federal Government, Federal Programs, Government Role, Interinstitutional Cooperation, Job Training, Manpower Development, Policy Formation, *Public Policy, Unemployed, *Unemployment, Vocational Education, Youth, *Youth Employment

Identifiers—United States

This report briefly describes several dimensions of the youth unemployment problem and discusses 13 council recommendations for legislative consideration: (1) Consider the problem in a broad context which includes counseling, education, and skill training; (2) mesh programs and utilize existing resources at all governmental levels; (3) promote a major role by secondary and postsecondary vocational education; (4) provide for vocational education and training in conjunction with jobs and counseling in any youth public service job program; (5) examine existing programs before designing new ones; (6) require CETA and other legislation to coordinate efforts with other related programs; (7) expand the existing secondary vocational education work-study program to include all juniors and seniors; (8) establish Community Employment Education Centers for followup and referral services to clients of public service employment programs; (9) amend CETA to provide the establishment of uniform data systems; (10) amend CETA to promote cooperation with vocational education; (11) at the national level, establish a central authority to coordinate all educational, training, and placement efforts regarding unemployed youth with similar efforts made at the State level; (12) establish a pilot program guaranteeing 1-year employment for unemployed hard-core youth; and (13) establish greater cooperation between industry, labor, education, and manpower programs. (EM)

ED 139 914 CE 010 808

Doty, Charles R. And Others

Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—SRES101

Pub Date—30 Jun 76

Note—287p.; For a related document see ED 114 494

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Area Vocational Schools, *College Preparation, Comprehensive High Schools, Cost Effectiveness, Data Analysis, Data Collection, Dual Enrollment, *Expenditure Per Student, *General Education, *Models, *Program Costs, Research Tools, School Surveys, Secondary Education, Trade and Industrial Education, *Vocational Education, Vocational High Schools

Identifiers—New Jersey

During the second phase of a project (see ED 114 494 for phase 1) a data collection and analysis model for determining the cost per pupil for vocational education programs was refined and tested in two comprehensive high schools, a shared time area vocational technical school, and a full-time area vocational technical school in New Jersey. Investigators developed guidelines to enable the local administrator to efficiently and accurately use the model (1) to answer the question, What does it cost to educate one person in a selected program? and (2) to provide cost data to partially answer the question, What is the ratio of cost among college preparation education, general education, and vocational education? It was found that the per pupil cost for two years (1973-1975) for college preparation was $3,942; for general education, $4,036; and for vocational education, $4,800. For every dollar spent on vocational education, $0.82 was spent for college preparation and $0.84 was spent for general education. Despite a number of limitations of the study, it was concluded that the model seemed feasible for obtaining accurate cost per pupil. The bulk of the report (241 pages) consists of appended supporting material including the key to financial accounting numbers used for program budgeting and accounting system, the key for traditional accounting system, and tables of data collected in the four schools studied. (LMS)

ED 139 915 CE 010 814

Richardson, Ann

Vouchered Skill Training in WIN: Program Guidelines and Selected Empirical Findings.

Journal Cit—BBB13219

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0085-6

Pub Date—Feb 77

Contract—DL-51-11-73-02

Note—125p.; Not available in hard copy due to

small print of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Administrative Agencies, Agency Role, *Education Vouchers, Employers, *Federal Programs, *Job Training, On the Job Training, *Program Administration, Program Descriptions, *Program Effectiveness, Vocational Education, Vocational Schools, Welfare Agencies, Welfare Recipients
Identifiers—United States, *Work Incentive Program

The voucher training program for Work Incentive Program (WIN) clients described within this interim report is a system for providing occupational training to clients through entitlements rather than direct service (client and trainer are in a direct relationship facilitated by the agency). The basic program objective, discussed in the introduction, is to maximize the extent to which clients make occupational decisions, selecting the type of training which they feel is most suitable (in a vocational school or on the job) and negotiating for training without intercession by WIN but within the context of existing statutes and program guidelines. Part I describes the procedures in administering the voucher program and the role of the WIN staff and includes (1) the program design, (2) the voucher process, (3) special counseling and information system, and (4) staff qualification and training. Part II deals with administrative considerations bearing on the feasibility of the vouchering system and contains selected empirical findings from program field tests conducted between 1974 and 1976 in Portland, Oregon and Baltimore, Maryland. Comparisons are made between vouchered (institutional and OJT) and regular clients with respect to demographic characteristics, training occupations, school and/or employer characteristics, length and cost of training, and training completion rates. Complete findings and a summary of findings are included along with sample copies of a voucher and other program materials. (EM)

ED 139 918 CE 010 868
Clark, Donald M.
Industry-Education Collaborative Efforts in Youth Employment.
Pub Date—[76]
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, Citizens Councils, Delivery Systems, Educational Coordination, Employment Opportunities, Employment Patterns, Employment Programs, Employment Projections, Employment Services, *Employment Trends, *Job Placement, Labor Force, Labor Market, *School Industry Relationship, Secondary Education, *Youth Employment, Youth Opportunities
Identifiers—Industry Education Councils

Increasing attention is being paid to linking education and the market place to prepare youth for a productive role in work. Three areas constitute the ingredients for developing a realistic strategy: (1) Changes in the market place, (2) a delivery system for increased youth employment, and (3) local industry-education councils. Over the next decade significant changes will have impact on the employment situation for youth and will require major adjustments in the educational programs focusing on school-to-work transition. Some of these trends are technological changes, occupational changes from goods to services, new market areas primarily in the South and Southwest, a rise in educational requirements, higher incomes, declining birthrate, and more women and blacks in the work force. A delivery system for youth employment should focus on school-to-work transition, with industry and education collaborating on the following: Statement of goals, staff development programs in career education, school building coordinators in career education, curriculum restructuring to reflect career education concepts, career information/resource centers, job placement services (including needs assessment, job development, student development, placement, and followup), school building-employer partnerships, and task forces of volunteer career consultants. Industry-education councils can link the market place and the delivery system on the local level as representatives of business, education, labor, government, agriculture, and the professions work together on coordination of school industry cooperative efforts. (LMS)

ED 139 919 CE 010 874
Marshall, Ray and Others
The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.
Journal Cit—BBB13219
Texas Univ., Austin. Center for the Study of Human Resources.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—CSHR-76-1
Pub Date—Dec 76
Contract—DLMA-21-48-74-01
Note—226p.; Some tables may be marginally legible due to size of print
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Blacks, Building Trades, Civil Rights Legislation, *Construction Industry, *Court Litigation, *Discriminatory Attitudes (Social), *Employment Practices, Equal Opportunities (Jobs), Females, Labor Force, Labor Unions, Males, Minority Groups, Models, Occupational Mobility, *Personnel Policy, Social Change, Social Factors, Socioeconomic Influences
Identifiers—*Shipbuilding Industry

This study examines the effectiveness of specific attempts to remedy employment discrimination against minorities through litagation and contract compliance efforts. Further, its objective is to identify factors underlying the effectiveness or lack of effectiveness of court decisions and out-of-court settlements in producing changes in minority employment patterns. Special attention is given to the construction and shipbuilding industries and to the issues of hiring, union entry, upgrading, and seniority systems. To advance an understanding of the dynamics of combatting employment discrimination, the authors present a new conceptual framework for interpreting activity in this field. The authors suggest that conclusions and recommendations drawn could be of interest to attorneys, judges, minority organizations, and government agencies attempting to remedy employment discrimination. (Author)

ED 139 920 CE 010 878
National Apprenticeship and Training Standards for Glaziers and Glassworkers. Revised.
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.
Pub Date—76
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Affirmative Action, *Apprenticeships, Federal Government, Federal Legislation, *Glaziers, *Labor Standards, On the Job Training, Skilled Occupations, Skilled Workers, *Standards, Trade and Industrial Education
Identifiers—*Glassworkers

Intended to provide a uniform pattern for use by employers and labor representatives in setting up and operating effective apprenticeship programs for glaziers and glassworkers, guidelines are listed under the following headings: Definitions, qualifications for apprenticeship, selection of apprentices, term of apprenticeship, related instruction, ratio of apprentices to journeymen, apprenticeship agreement, probationary period, apprentices' wages, credit for previous experience, hours of work, supervision of apprentices, coordinator of apprenticeship, consultants, accident prevention, adjusting differences, work experience, certificate of completion, and modification. Guidelines are also provided for adapting the national standards to local use. These include suggestions on formation of a local joint apprenticeship committee, duties of local committees, responsibilities of apprentices, and assistance from cooperating agencies. Federal laws and regulations affecting the employment and training of apprentices are summarized. Appendix A contains work process schedules for glaziers and glassworkers, provided as examples of the type of work experience and training (stated in number of hours for various subcategories) considered necessary to develop a skilled and productive worker in the two categories. Also appended are examples of apprentice recordkeeping forms; a model affirmative action program; and a list of regional offices of the Bureau of Apprenticeship and Training. (JT)

ED 139 921 CE 010 884
New Perspectives in Vocational Education. Volume 1, Number 1, 1976-77.
Journal Cit—BBB09463
California Univ., Los Angeles. Graduate School of Education
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Educational Trends, *Employment Trends, *Futures (of Society), Institutional Role, Periodicals, School Industry Relationship, School Role, *Vocational Education

Current issues in vocational education are explored in 12 articles written by present and former graduate students at University of California, Los Angeles (UCLA). The titles of the articles are: 2001: A Vocational Education Odyssey; What Is This RAVE in Vocational Education?; Opportunity, Achievement, and Black Americans: A Challenge for Vocational Leadership; Industry's Role in the Preparation of the Workforce; Proprietary Schools: Future Partner in Vocational Education?; Older Adults: The Needs of a New Minority; Shaping the Future of Vocational Education Programs with Formative Evaluation; Conflict in California Education: Causal Factors and a Proposal to Reduce Its Intensity; The Workplace As a Vocational Education Classroom: A Changing Relationship; Vocational Education and Foreign Language; Articulation: A Compelling Lifeline for the Future of Vocational Education; and Our Changing Image. Notes on the contributors are included at the end. (LMS)

ED 139 922 CE 010 889
Alcorn, John D. Fredrick, David L.
Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.
Journal Cit—BBB05652BBB11286
University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date—Jun 75
Contract—OEG-0-74-1685
Note—102p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Career Education, Career Planning, Community Involvement, Educational Research, High School Students, *Job Placement, *Program Development, *Program Effectiveness, Program Evaluation, Questionnaires, *School Community Relationship, School Districts, Secondary Education, Student Evaluation, Teacher Attitudes, *Vocational Counseling, *Vocational Development
Identifiers—*Mississippi, Mississippi (Columbia)

The project for the Columbia (Mississippi) School

District was designed (1) to establish a model program of career counseling and placement which would lend itself to overall evaluation and have potential for replication and dissemination to other districts throughout the State and region, and (2) to determine the effects, if any, of this program on the vocational assurance and vocational anxiety of high school students, and on teacher attitudes towards career education. Project evaluation procedures involved the development and testing of hypotheses which would determine the accomplishment of the project objectives. Findings showed that the project was instrumental in reducing students' vocational anxiety and increasing their vocational assurance. There was also a positive increase in the teachers' attitude toward career education. This report is presented in four sections: Section I covers the project purpose, research hypotheses, definition of terms, procedures, experimental design, instruments, and statistical analysis of data; section II describes the Career Planning and Placement Program; section III contains results and findings as they relate to the research hypotheses; and a section IV includes the summary, conclusion, and recommendations. An 18-page career education and development bibliography, questionnaires, and other instruments used in the project are included in the appendixes. (WL)

ED 139 924 CE 010 899

Adams, Kay A. And Others

Vocational Education Program Need in Large Cities.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Attitudes, Demography, Educational Assessment, *Educational Needs, Educational Problems, Geographic Regions, Minority Groups, National Surveys, Needs Assessment, Program Evaluation, *Urban Areas, *Urban Education, Vocational Directors, *Vocational Education

Identifiers—United States

A national study of the vocational education programs in 164 large cities was conducted to explore perceived needs; determine the priority of these needs; and compare the priorities in terms of city size, geographic location, and minority concentration. Data was collected through interviews, a mail survey, and a literature review. After the needs were identified, they were divided into 30 "major goal" statements and 260 "specific need" statements to be prioritized by urban educators. The six highest priorities related to an adequate and equitable funding base, vocational guidance, relevance of vocational content, basic academic instruction, vocational student job placement, and community relations and support. Many of the specific needs related to the highest major goals. As an example of the unique priorities according to type of city, the need for up-to-date equipment was considered stronger in medium and small cities than in large cities, higher in the Northeast than in other regions of the country, and greater in high minority cities than in either medium or low minority cities. A number of recommendations directed to audiences at the local, State, and national levels were made. A list of the cities included in the mail survey and selected results from personal interviews are appended. (LMS)

ED 139 926 CE 010 915

Anderson, Phyllis Joan Antrim

Teaching Methods for the Development of Creativity in Medical Illustration.

Pub Date—Dec 75

Note—78p.; Master's Thesis, University of Texas at Dallas

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Art Education, Behavioral Objectives, Creative Ability, *Creative Development, Creativity, Educational Research, *Medicine, Post Secondary Education, Skill Development, *Student Improvement, *Teacher Role, Teaching Methods, *Teaching Techniques, *Technical Illustration

Through identifying sources and interpreting findings from the fields of medical illustration, psychology, and education, the research described provides the teacher of medical illustration with a framework for promoting in students an active sense of their creative abilities. The need for the study, background information, limitations, and procedures are discussed in chapter 1. Following the review of literature in chapter 2, chapter 3 deals with findings from the literature of medical illustration and surveys the body of facts and opinions on the need for creative ability in illustrators. An overall performance objective, derived from the literature, is presented which states that the professional medical illustrator will demonstrate conceptualization, visualization and abstraction abilities, and will exhibit characteristics of flexibility and versatility in art techniques and adaptability to change in the medical environment. Chapter 4 deals with research findings on creativity: Definitions, steps in the creative process, and creativity in the scientific and artistic occupations. Teaching methods and techniques advocated by educational psychologists and methodologists for the growth of creative artistic production are discussed in chapter 5, and conclusions and recommendations are presented in chapter 6. A bibliography is appended. (SH)

ED 139 927 CE 010 918

Cormany, Robert

Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Organizational Volume.

Journal Cit—BBB09156BBB12921

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—76

Note—33p.; For related documents see CE 010 918-921

Available from—Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837 ($2.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, *Career Education, Community Resources, *Curriculum Development, *Curriculum Planning, Educational Resources, *Elementary Secondary Education, Evaluation Methods, Institutional Role, Instructional Materials, Program Administration, *Program Design, *Program Development, Program Planning, Staff Role, State Curriculum Guides

Identifiers—*Pennsylvania

Written to accompany a three-volume set of teaching activities, this guide provides recommendations for staffing, structuring, and equipping a career education program. The introduction discusses the purpose of the guide, career education in Pennsylvania, and several laws pertaining to career education. Chapter I deals with the roles of the administrator, counselor, teachers, department heads, and librarians in the development of career education program. Chapter II presents four approaches to implementing a career education program and discusses their advantages and disadvantages: A total coordinated program involving students at all grade levels; a unit within a major subject; a separate course in career education; and a series of loosely related activities. Chapter III makes suggestions for selecting and evaluating instructional materials, including printed, audiovisual, and assessment materials. In Chapter IV, external resources are discussed, for example: Vocational-technical schools, other district staff, the community, government agencies, and professional consultants. Chapter V covers management considerations such as staff inservice training, scheduling, grading, field trips, and financing. A summary and a bibliography conclude the document. (LMS)

ED 139 928 CE 010 946

Jones, Marion

Gasoline Engine Mechanics. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—20p.; For related document see CE 010 947

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Engines, *Repair, Secondary Education, Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives presented in this curriculum guide for an intermediate gasoline engine mechanics course at the secondary level. (For the beginning course guide see CE 010 947.) The materials were developed for a two-semester (2 hour daily) course that includes all phases of small gasoline engine repair, operation, and maintenance. This coursework includes basic theory and practical experience on actual engines and installations, the use of machine and hand tools, measuring instruments, manuals and publications pertinent to the trade. Titles of the six terminal objective sections are Engine Disassembly/Assembly, Electrical System, Ignition System, Carburetion, Parts Inventory, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 929 CE 010 947

Jones, Marion

Gasoline Engine Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—33p.; For a related document see CE 010 946

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Engines, Secondary Education, Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of five terminal objectives presented in this curriculum guide for a basic gasoline engine mechanics course at the secondary level. (For the intermediate course guide see CE 010 946.) The materials were developed for a two semester (2 hours daily) course to provide training in the terminology, construction, and function of both two-and four-cycle internal combusion engines. The course includes instruction and practical experience in the areas of safety, care and use of tools and manuals, theory of internal combustion, ignition and electrical systems, fuel systems, and troubleshooting. The titles of the five terminal objective sections are Orientation, Hand Tools, Engine Construction, Ignition, and Fuel System. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 930 CE 010 948

McMinn, Robert

Business Machine Maintenance. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Aug 74

Note—96p.; Several illustrations may not reproduce well due to faint broken type. For a related document see CE 010 949

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Maintenance, *Office Machines, *Repair, Secondary Education, Semiskilled Occupations, Service Occupations, Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 28 terminal objectives presented in this guide for an intermediate business machine maintenance course at the secondary level. (For the basic course guide see CE 010 949.) Titles of the 28 terminal objective sections are Career Opportunities, Organization, Review, Motor-Drive, Rotate Mechanism, Tilt, Keyboard, Mainspring, Shift, Cycle Clutch, Print Mechanism, Escapement, Backspace, Carrier Return, Paper Feed Mechanism, Troubleshooting Malfunction, Case, Motor, Keyboard and Entry Slide, Register, Register Inversion, Universal Bar, Credit Blance, Main Shaft and Clutch, Printing, Ribbon Advance and Reverse, Line Spacing, and Troubleshooting. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 931 CE 010 949

McMinn, Robert

Business Machine Maintenance. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Dec 74

Note—79p.; Several illustrations will not reproduce well due to faint broken type ; For related document see CE 010 948

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Maintenance, *Office Machines, *Repair, Secondary Education, Semiskilled Occupations, Service Occupations, Skill Development, Student Evaluation, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 25 terminal objectives presented in this guide for a basic business machine maintenance course at the secondary level. (For the intermediate course guide see CE 010 948.) The materials were developed for a two-semester (2 hour daily) course designed to provide training in the overall operations of business machines (function and repair of parts). Areas covered include understanding of theory movement, standard adjustments, alignment, type soldering, oiling procedures, and troubleshooting for electrical and mechanical machines. Titles of the 25 terminal objective sections are Orientation, Shop Layout and Tools, Basic Information, Pitch Information, Type Bar Soldering, Typewriter Carriage, Escapement, Segment Assembly, Ribbon Mechanisms, Tabulation Unit-Underwood Typewriter, Use and Features, Power Transmission, Power Shaft and Cams, Type Action Mechanism, Ribbon Lift and Feed Mechanism, Segment Shift Mechanism, Impression Control Mechanism, Backspace Mechanism, Input Control, Space Bar Mechanism, Carriage Tabulation Mechanism, Electric Margin, Carriage Return Mechanism, Half Spacing, and Troubleshooting. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 932 CE 010 950

Harvey, Bill

Cabinetmaking. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jun 75

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Cabinetmaking, *Criterion Referenced Tests, Curriculum Guides, High School Curriculum, Job Skills, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 15 terminal objectives for a high school basic cabinetmaking course. The materials were developed for a two-semester (2 hours daily) course designed to develop and implement a well-grounded knowledge of the fundamentals of all phases of planning and operating a commercial cabinet or mill workshop. The students receive instruction, information, and practical experience in safety, mathematics, shop drawings, tools, and equipment and shop procedures. It is noted that students participating should be physically fit and have a basic knowledge of basic mathematics and reading in order to complete the course successfully. Titles of the 15 terminal objectives sections are Orientation, Related Occupations, Safety, Student Organizations, Measuring Devices and Measuring, Working Drawings, Types and Grades of Woods, Types of Fasteners, Building Hardware, General Supplies, Hand Tools, Power Tools, Wood Joints, Finishing, and Cabinet Project. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 933 CE 010 951

Downing, Charles And Others

Custodial Services and Building Maint: Performance Objectives.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—38p.; For a related document see CE 010 984 ; Not available in hard copy due to quality of print of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Building Equipment, Building Operation, *Buildings, Cleaning, Construction (Process), *Criterion Referenced Tests, Curriculum Guides, *Custodian Training, Equipment Maintenance, Grade 12, *Maintenance, Painting, *Repair, Senior High Schools, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for high school custodial service and building maintenance course (the third year of a 3-year program). The materials were developed for a 36-week course (3 hours daily) designed to prepare 12th graders with entry level skills in the custodial service and building maintenance field. Maintenance and repair of facilities and common equipment found in commercial buildings is stressed. The student will learn electrical repairs, plumbing repairs, floor care, carpentry, masonry, lawn and shrubbery maintenance, as well as job application skills and occupational information pertinent to this trade. The titles of the 14 terminal objectives are Orientation, Occupational Information, Blueprint Reading and Drawing, Occupational Safety, Carpentry, Painting, Electrical Work and Repairs, Plumbing, Concrete Work and Repairs, Plastering, Glazing, Cleaning, Lawn Care, and Flower and Shrubbery Care. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 934 CE 010 952

Child Care Services Guide. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.

Pub Date—Aug 74

Note—268p.; For related documents see CE 010 985 and CE 010 991-992 ; Best copy available

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Exploration, *Child Care, Child Care Centers, Child Care Occupations, Child Care Workers, Child Development, *Criterion Referenced Tests, Curriculum Guides, Day Care Services, Early Childhood Education, Guidance, *High School Curriculum, Job Skills, *Occupational Home Economics, Secondary Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for a high school child care services course. This course is designed to provide opportunities for exploring a broad range of child care, guidance, and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises in a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials, and activities in relation to the development tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education, and safety are included as they relate. The titles of the 14 terminal objectives are The Child Care Worker–Skills of the Job, Working with Children, Understanding Growth and Development, Day Care–What Is It?, The Child Care Worker–Know Yourself, Need of All Children, Nutritional Needs of Children, Infant Care, Child's Play, Facilities for Child Care, The Living Curriculum for the Young Child, Setting Up and Operating a Child Care Center, and The Job–Getting, Holding, Changing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 935 CE 010 953

Bryant, EuDell H. And Others

Food Production and Services. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.

Pub Date—[75]

Note—275p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Food Service, *Food Service Occupations, *Foods Instruction, High School Curriculum, Job Skills, Occupational Home Economics, Secondary Education, Skill Development

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a food production and services course, which is designed to provide students with an opportunity to express and practice a broad range of food production and service occupations. Major concepts covered include characteristics, knowledge, attitudes, and skills necessary for employment in a variety of food service occupations; types of food service institutions and related areas that provide opportunities for employment; job descriptions and task analyses; personal appearance and health requirements; sanitation and safety procedures; use and care of equipment; work schedules; interpretation of recipes; principles of nutrition; meal planning; principles of food preparation; cost and portion control; and storage of food and supplies. Laboratory experiences are designed to include specialized activities in basic quantity food preparation techniques and use of various types of meal service. The titles of the eight terminal objectives are Employability Skills; Selection, Operation, Cleaning, and Maintenance of Equipment; Sanitation and Safety; Basic Food Preparation; Baked Products; Miscellaneous Desserts; Quantity Food Preparation Food Service; and Supervision and Management. Appendixes include an outline for a course in public health and sanitation for food handling, hints for food service teachers, recipes, and a bibliography. (HD)

ED 139 936 CE 010 954

Campbell, Guy And Others

Radio and Television Servicing. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—68p.; For a related document see CE 010 956

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Radio Technology, Senior High Schools, Service Occupations, Shop Curriculum, *Television Repairmen

Identifiers—Florida

Several intermediate performance objectives and corresponding criterion measures are listed for each of 32 terminal objectives for an intermediate (second year) radio/TV servicing course. This 1-year course (3 hours daily) was designed to provide the student with the basic skills and knowledges necessary for entry level employment in the Radio/TV servicing field. Titles of the 32 terminal objectives are Radio Trade History, Use of Hand Tools, Shop Safety Practices, Basic Florida Licensing Regulations, Shop Practices and Materials, Radio Math Review, Radio Theory, Use of Radio Test Equipment, Vacuum Tube Theory, Transistor Theory, Audio Amplifiers, AM Radio Receivers, Servicing Procedures on AM Radios, Alignment Procedures, Turntables, Tape Recorders, FM Sets, Stereo Sets, Black/White Television History, Television Math Applications, Black/White Television Servicing, Shop Techniques and Materials, Television Audio Circuits, Video Circuits, Tuner Circuits, Sync Circuits, Sweep Circuits, TV Servicing and Alignment, TV Antenna Installations, Florida Law, and Employer/Employee/Customer Relations. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 937 CE 010 955

Long, William

Air Conditioning. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 72

Note—63p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Air Conditioning, *Behavioral Objectives, *Criterion Referenced Tests, Job Skills, Management, *Refrigeration, Refrigeration Mechanics, Senior High Schools, Service Occupations, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for an intermediate air conditioning course. The titles of the seven terminal objectives are Refrigeration Cycle, Job Requirement Skills, Air Conditioning, Trouble Shooting, Performance Test, Shop Management, and S.I.E. Program. The document also includes a 50-item electrical test, a 50-item written final test, a 20-item electrical components test, and a 26-item air conditioning and refrigeration test (applied math). (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 938 CE 010 956

Campbell, Guy

Electronics Technology. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—40p.; For a related document see CE 010 954

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Electric Circuits, Electricity, Electronic Equipment, *Electronics, Electronic Technicians, Secondary Education, Shop Curriculum, Technical Education, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 20 terminal objectives for a basic electronics technology course. The materials were developed for a two-semester course (2 hours daily) designed to include instruction in basic electricity and electronic fundamentals, and to develop skills and knowledges in AC and DC Theory, electrical safety experiences, hand tool usage and related electrical and electrical fundamental laboratory experiences. Titles of the 20 terminal objectives are Introduction to Course; Electrical Safety; Electrical Mathematics Review; Basic Physics for Electronics; Magnetism; Electric Circuits; Electric Measuring Devices; Resistance, Ohms Law and Circuits; Hand Tools and Soldering; Electrical and Electronic Diagrams; Meters; Alternating Current, Inductors, Transformers; Capacitance; Mathematics for AC Circuits; Inductive Reactance and Impedance; Capacitive Reactance and Impedance; AC Circuit Analysis; Series Resonant Circuit; and Electronics Technician Occupation Analysis. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 939 CE 010 957

Seivert, Chester

Printing. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 75

Note—50p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 010 961

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Printing, Secondary Education, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 13 terminal objectives for an intermediate printing course. The materials were developed for a two-semester (3 hours daily) course with specialized classroom, shop, and practical experiences designed to enable the student to develop proficiency as a printer with emphasis on composition, letter press work, bindery, offset camera platemaking, and offset press. Also included is instruction on Ludlow composing machine, Kluge auto platen press, vertical and horizontal cylinder press, and folding machine. Safety is emphasized in all phases of instruction. The titles of the 13 terminal objectives are Orientation, Legal Restriction, Layout and Design, Composition, Process Photography, Darkroom Procedures, Stripping, Platemaking, Offset Ink and Paper, Bindery Operations, Offset Press Operation, Production Problems, and Occupations and Evaluation. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 940 CE 010 958

Allen, Charles

Drafting. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 75

Note—71p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Architectural Drafting, *Behavioral Objectives, *Criterion Referenced Tests, *Drafting, Engineering Drawing, Secondary Education, *Shop Curriculum, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic drafting course. The materials were developed for a two-semester course (2 hours daily). The organized classroom and shop experiences are designed to enable the student to develop general competencies in the use of drafting instruments, fundamental rules of drafting, and the ability to lay out and develop drawings in the architectural, structural, and machine drawing fields. Instruction covers geometrical construction, descriptive geometry, third quadrant projection, auxiliary planes, sectioning, and pictorial drawing. Titles of the 12 terminal objectives are Orientation, Vica and Safety; Scaled Dimensions; Pencil Linework; Object Drawing Stressing Arcs and Tangents; Coordinate Geometry and Model Development; Multi-view/Isometric Associate Development; Sectioning and Architectural Detailing; Small Building Plan Sets; Basic Meets and Bounds, Plotting Bearings; Civil Technology; Vica Leadership Development and Public Relations; and Certification Goals in Engineering Technology. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 941 CE 010 959

Tidwell, Joseph

Diesel Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Aug 74

Note—48p.; For a related document see CE 010 960

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Diesel Engines, Grade 10, Maintenance, Mechanical Skills, Repair, Senior High Schools, *Shop Curriculum, Skill Development, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic diesel mechanics course. The course is designed as a two-semester (2 hour daily) course for 10th graders interested in being diesel service and repair mechanics; it would serve as the first year of a 3-year secondary school program. Based on shop manipulative practices in addition to related classroom instruction, the focus of instruction is on use of tools and safety, engine theory, terminology, main stationary parts, major moving parts, valve gear and scavenging systems, fuel injection systems, burning the fuel, lubrication system, cooling system, and governing. The titles of the 12 terminal objectives are Orientation, Theory of Internal Combustion Engines, Operating Principles, Design Variation, Main Stationary Parts, Major Moving Parts, Value Gear, Intake and Exhaust, Lubrication System, Cooling System, Fuel Injection System, Burning the Fuel, and Governing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 942 CE 010 960

Tidwell, Joseph

Diesel Mechanics. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Dec 74

Note—31p.; For a related document see CE 010 959 ; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, *Diesel Engines, Equipment Maintenance, Mechanical Skills, Repair, Secondary Education, Shop Curriculum, Skill Development, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for an intermediate diesel mechanics course (two semesters, 3 hours daily) designed for high school students who upon completion would be ready for an on-the-job training experience in diesel service and repair. Through shop manipulative practice in addition to related classroom instruction, the course covers operation and safety, electricity, intake and exhaust systems, starting methods, oil and gaseous fuels, tune-up and troubleshooting, engine rating and performance, and mechanical and hydraulic drives. Titles of the six terminal objectives are Orientation–Human Relations and Safety, Electrical System, Starting Methods, Power Trains, Brake Systems, and Chassis Components. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 943 CE 010 961

Seivert, Chester

Printing. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 75

Note—72p.; For a related document see CE 010 957

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Printing, Secondary Education, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 17 terminal objectives for a secondary level basic printing course. The materials were developed for a two-semester (2 hours daily) course with specialized classroom and shop experiences designed to enable the student to develop basic competencies as a printer in the fundamentals of typography, press work, bindery, and finishing process with emphasis on safety, typography, negative and plate processes, and quality control. The titles of the 17 terminal objectives are Orientation, Occupations and Trends, Letterpress Composition, Press Make-Ready and Operation, Letterpress Applications, Layout and Design, Paste-Up, Point System Applied to Lithography, Preparing Camera Copy for Reproduction, Process Photography, Presensitized Plates, Offset Press Operation, Bindery Operations, Cost Estimating, Continuous Tone Photography, Industrial Attitudes and Work Habits, and Skill Comprehension Exercises. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 944 CE 010 962

Atkinson, Floyd

Commercial and Advertising Art. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 75

Note—40p.; For a related document see CE 010 979

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Art Education, Art Materials, *Behavioral Objectives, *Commercial Art, *Criterion Referenced Tests, Curriculum Guides, Graphic Arts, Senior High Schools, Vocational Education

Identifiers—Advertising

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives for a basic commercial and advertising art course The materials were developed for a two-semester (2 hours daily) course to enable tenth, eleventh, and twelfth grade students to develop competencies in the care and use of tools; various forms of lettering with pen and brush; creative perception; value of perspective; theories of layout; mechanical processes in art production; and safety. Instruction emphasizes advertising theory, preparation of copy, lettering, drawing exercises, and silk screen. The titles of the twelve terminal objectives are Orientation, Safety, Purpose and Care of Lettering Brushes, Tools and Materials, Brush Lettered Alphabets, Art Tools and Materials, Fundamentals of Drawing with Pencil and Pen, Basic Shapes with Single Light Source, Properties of Line, Perspective Drawing, Figure Construction and Composition, and Layout, Design and Composition. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 945 CE 010 963

Thompson, Moses

Masonry. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—May 75

Note—21p.; For a related document see CE 010 980

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Bricklaying, Construction (Process), *Criterion Referenced Tests, Job Skills, *Masonry, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 13 terminal objectives for an intermediate masonry course. These materials, developed for a two-semester (3 hours daily) course, are designed to provide the student with the skills and knowledge necessary for entry level employment in the field of masonry. The following areas are covered under the terminal objectives: Hand process, estimating, layout application, modular coordination, blueprint reading, masonry materials, decorative stone, placing of reinforcing steel in footing, story pole, batter boards, and advanced masonry plus related and technical information. Titles of the terminal objectives sections are Orientation, Occupational Information, Occupational Safety, Blueprint Reading, Estimating, Laying Concrete Blocks, Concrete Finishing, Laying Glass Blocks, Modular Dimension, Story Pole and Gage Stick, Structural Bonds, Advanced Brick Laying, and Expansion Joints. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 946 CE 010 964

Vincent, Kenneth

Welding. Performance Objectives. Intermediate Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—29p.; For a related document see CE 010 965

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), *Criterion Referenced Tests, Job Skills, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Technical Education, Trade and Industrial Education, *Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of nine terminal objectives for an intermediate welding course. The materials were developed for a 36-week (3 hours daily) course designed to prepare the student for employment in the field of welding. Electric welding and specialized (TIG & MIG) are emphasized. The titles of the nine terminal objectives sections are Electric Welding Terms, Care and Use of Shop Machinery, Physical Properties of Metals, Heat Treatment of Metals, Introduction to Arc Welding, Electric Arc Welding, (T.I.G.) Welding, (M.I.G.) Welding, and Blueprint Reading. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 947 CE 010 965

Vincent, Kenneth

Welding. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Jul 73

Note—26p.; For a related document see CE 010 964 ; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Objectives, Construction (Process), *Criterion Referenced Tests, Job Skills, Senior High Schools, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Technical Education, Trade and Industrial Education, *Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a basic welding course. The materials were developed for a 36-week (2 hours daily) course developed to teach the fundamentals of welding shop work, to become familiar with the operation of the welding shop equipment, to become familiar with those basic skills and trade technology required by the welder in doing welding work, and to diagnose and solve technical problems as expected of an apprentice welder. Titles of the eight terminal objectives sections are Orientation; Safety; Math Review; Hand Tools; Measurements; Flame Cutting and Gas Welding Terms; Oxyacetylene Equipment, Maintenance, and Adjustments; and Gas Welding, Flame Cutting, and Torch Brazing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 948 CE 010 966

Carter, Thomas G., Sr.

Auto Mechanics. Performance Objectives. Basic Course.

Duval County School Board, Jacksonville, Fla.

Pub Date—Nov 74

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Engines, Maintenance, Mechanical Skills, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Technical Education, Trade and Industrial Education, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 14 terminal objectives for a basic automotive mechanics course. The materials were developed for a two-semester course (2 hours daily) designed to provide training in the basic fundamentals in diagnosis and repair including cooling system and heating, electrical systems, wheels and tires, steering and suspension, brakes, engines, fuel, exhaust and emissions, and drive train. Titles of the 14 terminal objectives sections are Orientation; Safety; Hand Tools; Engine Operation; Engine Measurement and

Performance; Engine Types; Engine Design; Engine Construction; Ignition and Electrical Systems; Fuel System and Carburetion; Cooling Systems; Brake System; Frames, Springs, and Suspension Systems; and Running System. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 949 CE 010 967
Davis, John
Service Station Attendant. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—80p.; Several pages are of marginal print quality
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Attendants, Attendant Training, *Auto Mechanics (Occupation), *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Engines, Merchandising, Recordkeeping, Salesmanship, Secondary Education, Shop Curriculum, Trade and Industrial Education
Identifiers—*Service Station Attendant

Several intermediate performance objectives and corresponding criterion measures are listed for each of 24 terminal objectives for a basic secondary level service station attendant course. The materials were developed for a two-semester course (2 and 3 hours daily). The specialized classroom and shop experiences are designed to enable the student to develop basic competencies in the operation of an automotive service station with emphasis on sales, service, recordkeeping, safety, preventive maintenance, product display, customer relations, cooling systems, electrical systems, and lubrication. The titles of the 24 terminal objectives are Orientation, Safety, Human Relations, Island Sales, Daily Sales Records, Hand Tools and Measurements, Parts and Service Manuals, Lubrication Service, Motor Oil, Filters, Tires and Tire Service, Wheels and Wheel Balance, Basic Electricity, Engine Theory and Design, Tune-Up Electrical, Carburetion, Cooling Systems, Exhaust, Brakes, Suspension and Shock Absorbers, Vehicle Appearance, Station Housekeeping, Merchandising, and Air Conditioning. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 950 CE 010 968
Lang, Thomas
Automotive Body Repair. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—47p.; For a related document see CE 010 978
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Auto Body Repairmen, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Job Skills, Mechanical Skills, *Motor Vehicles, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 15 terminal objectives for a basic automotive body repair and refinishing course. The materials were developed for a two-semester (2 hours daily) course for organized classroom and shop experiences designed to enable the student to develop skills required by an auto body mechanic, refinisher, and painter. Instruction includes use of hand and power tools, electric welding, gas welding and cutting, spot welding, metal shaping, alignment and straightening, metal preparation, filling, surface preparation, and painting. The titles of the 15 terminal objectives sections are Orientation; Youth Development; Safety; Body Construction; Hand Tools; Power Tools; Gas Welding Equipment-Maintenance and Adjustments; Gas Welding, Flame Cutting, and Torch Brazing Procedures; Metal Bumping and Dinging; Metal Filling (Solder); Metal Filling (Plastic); Masking; Surface Preparation; and Care and Operation of Spray Gun Equipment. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 951 CE 010 969
Killough, Joseph
Appliance Services. Intermediate Course. Career Education.
Duval County School Board, Jacksonville, Fla.
Pub Date—Oct 72
Note—22p.; For a related document see CE 010 970
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Air Conditioning, *Appliance Repairing, *Behavioral Objectives, Business Skills, Climate Control, *Criterion Referenced Tests, Curriculum Guides, Electrical Appliances, *Electrical Appliance Servicemen, Job Skills, *Maintenance, Refrigeration, Refrigeration Mechanics, *Repair, Secondary Education, Service Occupations, Shop Curriculum, Skill Development, Skilled Occupations

Several intermediate performance objectives and corresponding criterion measures are listed for each of 16 terminal objectives for an intermediate appliance repair course. The materials were developed for a 36-week course (3 hours daily) covering the areas of refrigeration, maintenance, repair, and troubleshooting of refrigerators and air conditioning. Titles of the 16 terminal objectives sections are Copper Tubing, Basic Refrigeration, Refrigeration, Refrigeration Cycles, Refrigeration Components, Refrigerants, Temperature Controls, Automatic Defrost, Evacuating and Charging, Assembly, Troubleshooting (Electrical Refrigerator), Room Air Conditioning, Troubleshooting (Room Air Conditioners), Renewal Parts, Inventory Control, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 952 CE 010 970
Killough, Joseph
Appliance Services. Basic Course. Career Education.
Duval County School Board, Jacksonville, Fla.
Pub Date—Oct 72
Note—33p.; For a related document see CE 010 969 ; Some pages may be marginally legible due to print quality of the original document
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Appliance Repairing, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Electrical Appliances, *Electrical Appliance Servicemen, Job Skills, Secondary Education, Service Occupations, Shop Curriculum, Skill Development, Skilled Occupations, Technology

Several intermediate performance objectives and corresponding criterion measures are listed for each of 25 terminal objectives for a basic appliance repair course. The materials were developed for a 36-week course (2 hours daily) designed to enable the student to be well-grounded in the fundamentals of electricity as well as applied electricity. This first year course covers safety, occupational opportunities, hand tools, math, basic and applied electricity and installation, repair, and troubleshooting of electrical appliances. The titles of the 25 terminal objectives sections are Orientation, Hand Tools, Basic Math, Electron Theory, Basic Electricity, Electrical Current Movement, Electric Circuitry, Meters, Electric Motors, Electric Motors (Three Phase), Relays and Capacitors, Circuit Protection Devices, Water Heaters, Electric Ranges, Dishwashers, Dishwasher Troubleshooting, Automatic Washers, Automatic Washer Timers, Automatic Washer (Drive System), Automatic Washer (Water Fill and Pump Cycle), Automatic Washer (Transmission), Troubleshooting (Automatic Washer), Dryers, Dryers (Electrical Components), and Troubleshooting-Laundry Equipment. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 953 CE 010 972
Hilton, Arthur Lambert, George
Machine Shop. Performance Objectives. Intermediate Course. Career Education.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 72
Note—26p.; For a related document see CE 010 973
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Hand Tools, Job Skills, *Machine Tools, *Machinists, Maintenance, Senior High Schools, Shop Curriculum, Skill Development, Trade and Industrial Education, Welding

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a high school intermediate machine shop course. The materials were developed for a 36-week course (3 hours daily) designed to enable students to become familiar with the operation of machine shop equipment, to become familiar with those basic skills and trade technology required by the machinist in doing machinists work, and to diagnose and solve technical problems as expected of a competent journeyman machinist. Titles of the eight performance objectives sections are Shaper, Horizontal Milling Machine, Vertical Milling Machine, Maintenance, Forge, Heat Treating, Welding (oxy-acet., arc), and Shop Management. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 954 CE 010 974
Adams, John F.S.
Law Enforcement Careers. Performance Objectives. Intermediate Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—48p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 010 975
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Behavioral Objectives, Crime, Criminal Law, *Criterion Referenced Tests, Curriculum Guides, High School Curriculum, *Law Enforcement, Legal Education, Police, Senior High Schools, Vocational Education
Identifiers—Florida

Intermediate performance objectives and corresponding criterion measures are presented for each of six terminal objectives for a two-semester (3 hours daily) course designed to provide high school juniors and seniors with basic law enforcement skills and knowledge. Titles of the six terminal objectives are State Criminal Code, Patrol Methods and Techniques, Information Gathering and Reporting, The Crime Scene, The Arrest, and Handling Specific Calls. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 955 CE 010 975
Adams, John F.S.
Law Enforcement Careers. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—39p.; For a related document see CE 010 974

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Ethics, High School Curriculum, Justice, *Law Enforcement, Legal Education, Police, Public Relations, Senior High Schools, Vocational Education
Identifiers—Florida

Intermediate performance objectives and corresponding criterion measures are presented for each of nine terminal objectives for a two-semester (2 hours daily) course designed to provide high school students with basic introductory law enforcement skills and knowledge. Titles of the nine terminal objectives are Orientation, Law Enforcement Ethics, State Criminal Code, Nature of Law Enforcement, Development of Law Enforcement, Police Functions, Problems of Law Enforcement, Administration of Justice, and Public Relations. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 956 CE 010 977
Murwin, Roland
Sheetmetal. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 73
Note—16p.; For a related document see CE 010 994
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Metals, Senior High Schools, *Sheet Metal Work, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a basic high school sheetmetal work course. The titles of the terminal objectives are Orientation, Shop Machinery and Material, Soldering, Measurements and Layouts, Assigned Shop Projects, and Radial and Triangulation Layouts. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 957 CE 010 978
Lang, Thomas
Automotive Body Repair. Performance Objectives. Intermediate Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—33p.; For a related document see CE 010 968. Several pages may not reproduce well due to faint type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Auto Body Repairmen, *Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, Job Skills, Mechanical Skills, *Motor Vehicles, *Repair, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Student Experience, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 10 terminal objectives for an intermediate automotive body repair and refinishing course. The materials were developed for a two-semester (3 hours daily) course for specialized classrooms, shop, and practical experiences designed to enable the student to develop additional skills needed for auto body repair and refinishing and to attain proficiency in basic skills. Instruction includes frame alignment equipment and techniques, color matching, paint mixing, spot painting, glass and trim replacement, use of technical manuals and parts catalogs, estimating, and use of forms. Practical work is emphasized. Students who complete course objectives are placed in the S.I.E. program for on-the-job training. The titles of the 10 terminal objectives sections are Human Relations and Safety, Estimating, Fiber Glassing, Replacing and Adjusting Auto Body Components, Electric Arc Welding, Glass Installation, Body and Frame Alignment, Spray Painting, Inventory, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 958 CE 010 979
Atkinson, Floyd
Commercial and Advertising Art. Performance Objectives. Intermediate Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—41p.; For a related document see CE 010 962 ; Not available in hard copy due to print quality of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Art Education, Art Materials, Art Products, Behavioral Objectives, *Commercial Art, *Criterion Referenced Tests, Curriculum Guides, Graphic Arts, Senior High Schools, Skill Development, Vocational Education
Identifiers—Advertising

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for an intermediate commercial and advertising art course for high school vocational students. The materials were developed for a two-semester (3 hours daily) course involving specialized classroom, shop, and practical experiences designed to enable the student to develop proficiency in the skills introduced in the basic course and to develop competencies in the more advanced phases of art. Content covered by the course includes poster, show card, and banner design; illustrations; screen printing; making of pounce patterns; sign painting; extensive experience in lettering, air brush work, touch-up, inks, and color dynamics; and introductory instruction in package and product design. Students completing the course objectives are expected to be ready for placement in an on-the-job training program. The titles of the eight terminal performance objectives are Reproduction Lettering, Reproduction of Art Work, Silk Screen Process Printing, Sign Development, Color Theories, Use of Color in Illustration, Oil Painting, and Live Projects. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 959 CE 010 980
Muldrow, Oliver
Masonry. Basic Course. Career Education.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 73
Note—67p.; For a related document see CE 010 963. Several pages may not reproduce well due to blurred type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Bricklaying, Construction (Process), *Criterion Referenced Tests, Job Skills, *Masonry, Secondary Education, Shop Curriculum, Skill Development, Skilled Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of 22 terminal objectives for a basic masonry course. The materials were developed for a 36-week course (2 hours daily). Organized subject matter and practical experiences are designed to prepare students for entry level skills in the masonry trade. Skill training is covered in the following areas: Masonry occupations, tools and equipment, classifications of brick and block, mortar mixing, laying brick and block, estimating, and building pilasters, steps, corners, and arches. Titles of the 22 terminal objectives sections are Orientation and Shop Procedures, Related Occupations, History of Bricklaying, Safety, Tools, and Equipment, V.I.C.A. (Vocational Industrial Club of America), Classifying Brick, Classifying Concrete Block, Mixing Mortar, Masonry Terms, Spreading Mortar, Buttering Brick and Block, Cleaning Masonry Work, Laying to the Line, Estimating Brick and Block, Pilasters, Door and Window Openings, Step Construction, Bonds, Corner Leads, Piers, and Arches. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 960 CE 010 981
Jones, Marion
Marine Engine Mechanics. Performance Objectives. Intermediate Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 72
Note—38p.; For a related document see CE 010982
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Engines, *Maintenance, *Marine Technicians, *Mechanics (Process), Secondary Schools, Shop Curriculum, Skill Development, Student Experience, Technical Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are presented for each of ten terminal objectives for a two-semester course (3 hours daily). This 540-hour intermediate course includes advanced troubleshooting techniques on outboard marine engines, inboard-outboard marine engines, inboard marine engines, boat rigging, boat trailer wiring and rigging, and refinishing and repair. The coursework includes basic theory and practical experience on actual engines and boats. Titles of the terminal performance objectives sections are Orientation, Engines, Electrical System, Ignition, Carburetion, Cooling, Service Fundamentals, Parts Inventory, Shop Management, and S.I.E. Program. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 961 CE 010 982
Jones, Marion
Marine Engine Mechanics. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 72
Note—56p.; For a related document see CE 010 981
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Engines, *Maintenance, *Marine Technicians, *Mechanics (Process), Secondary Schools, Skill Development, Technical Occupations, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are presented for each of six terminal objectives for a two-semester course (2 hours daily) which provides training in the terminology, construction, and function of both two- and four-cycle fuel-air mixture internal combustion engines with emphasis on outboard marine engines. This 360 hour basic course includes instruction and practical experience in the following: Safety, care and use of hand tools and manuals, theory of internal combustion, ignition and electrical systems, cooling systems, fuel systems, drive units, and engine control systems. The titles of the performance objectives are: Orientation, Tools, Engine Construction, Ignition System, Fuel System, and Drive Unit. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines). (HD)

ED 139 962 CE 010 983
Downing, C. L. Adcox, John W., Jr.
Carpentry. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—Oct 74
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, Building Trades, Career Exploration, *Carpenters, *Construction (Process), *Criterion Referenced Tests, Curriculum Guides, Hand Tools, Machine Tools, Post Secondary Education, Secondary Education, *Shop Curriculum, *Skill Development, Student Evaluation, Trade and Industrial Education, Woodworking

Several intermediate performance objectives and corresponding criterion measures are listed for each of 12 terminal objectives in this course guide in basic carpentry. The guide is designed to prepare persons for initial employment, or to upgrade or retrain persons already employed, or to provide the apprenticeship related course work necessary to insure successful employment in the carpentry trade. The plan of instruction includes specialized classroom and shop experiences concerned with all phases of construction carpentry. Included is training in layout, fabrication, assembly, installation, and repair of structural units. Emphasis is placed on care and use of carpentry tools, equipment and materials, common systems of frame construction and principles involved, drafting, blueprint reading, applied mathematics, materials estimating, and interpretation of building codes. The titles of the terminal performance objective sections are Orientation, Safety, Basic Measurement, Hand Tools, Power Tools, Maintenance of Tools, Building Products, Building Insulation, Hardware (Rough and Finish), Adhesives, Building Nomenclature and Blueprint Reading, and Simulated House Construction. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 963 CE 010 984
Taylor, Ernest
Building Maintenance. Performance Objectives. Basic Course.
Duval County School Board, Jacksonville, Fla.
Pub Date—May 76
Note—47p.; For a related document see CE 010 951
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, Building Operation, *Buildings, Cleaning, Construction (Process), *Criterion Referenced Tests, Curriculum Guides, Grade 10, *Maintenance, Painting, Senior High Schools, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of the 13 terminal objectives for a basic high school building maintenance course (the first year of a 3-year program). The materials were developed for a 36-week course (2 hours daily) designed to enable 10th grade students to develop competencies in the skills required of a building maintenance mechanic. Instruction includes carpentry, painting, electrical maintenance, plumbing and pipefitting, concrete work and repairs, glazing and caulking, floor care, custodial practices, lawn and shrub care, blueprint reading and sketching, and occupational safety. Students are given the opportunity to develop their skills by practical application. Titles of the terminal objectives are Orientation, Vocational-Industrial Student Organization, Occupational Information, Blueprint Reading, Occupational Safety, Carpentry, Painting, Electrical Maintenance, Plumbing and Pipefitting, Concrete Work and Repairs, Glazing and Caulking, Custodial Practice, and Landscaping. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 964 CE 010 985
Exploration of Child Care, Guidance and Service Occupations. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—55p.; For related documents see CE 010 952 and CE 010 991-992
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Child Care, *Child Care Occupations, *Criterion Referenced Tests, Curriculum, Curriculum Guides, Guidance, Job Skills, Junior High Schools, Occupational Home Economics, Service Occupations

Several intermediate performance objectives and corresponding criterion measures are presented for each of five terminal objectives for a 12- to 18-week course designed to provide students in grades eight or nine with opportunities for exploring a broad range of child care, guidance, and service occupations. Major concepts include characteristics of children of different ages; methods of communicating with children; awareness of the operation of child care enterprises on a variety of situations; planning and providing services to children, including those with special needs; selecting and using equipment, materials, and activities in relation to the developmental tasks of children; and child-related agencies and legislation. Instruction includes observation and hands-on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts of management, consumer education, and safety are included as they relate to instruction. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 965 CE 010 986
Exploration of Food Management, Production and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Food Processing Occupations, Food Service, *Food Service Occupations, Junior High Schools, Management, Occupational Home Economics, Occupational Information

Several intermediate performance objectives and corresponding criterion measures are listed for each of four terminal objectives for a course in exploration of food management, production, and service occupations for 8th and 9th grade students. The materials were developed for a 12- to 18-week course designed to include awareness of the operation of food service enterprises; planning and providing food service for individuals and groups, including those with special needs; and equipment, materials, agencies, and legislation related to food service. Concepts in management, consumer education, sanitation, and safety are taught as they relate to instruction. A curriculum objective (diagnostic) test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 966 CE 010 987
Exploration of Institutional Home Management and Supportive Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Ancillary Services, *Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Home Management, Junior High Schools, Occupational Home Economics, *Service Occupations

Several intermediate performance objectives and corresponding criterion measures are listed for each of five terminal objectives for a 12- to 18-week course in which junior high school students explore institutional home management and supportive service occupations. Major concepts covered include awareness of the operation of institutional and home management and supportive services enterprises; planning and providing services for individuals and groups, including those with special needs; equipment and materials; and agencies and legislation related to institutional and home management and supportive services. Concepts of management, consumer education, and safety are included as they relate to instruction. A curriculum objective (diagnostic) test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 967 CE 010 988
Goldsbury, Paul And Others
American Industries. Junior Hi. Pre-Vocational. Power and Transportation.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, *Energy, Environmental Education, Fluid Power Education, *Industry, Junior High Schools, Occupational Information, Power Mechanics, Student Evaluation, Trade and Industrial Education, *Transportation
Identifiers—United States

Several intermediate performance objectives and corresponding criterion measures are listed for each of 10 terminal objectives in this junior high school power and transportation course guide. Each objective also includes learning steps and suggestions for supplementary instructional aids. The overall focus is on the concepts of industrial enterprise in America, with emphasis placed on the role of industry, materials, personnel, production (mass and custom), processes, energy, management, distribution, and occupational information. Subject matter and learning experiences are organized to orient students to the industrial categories, manufacturing, graphics, construction and power, and transportation. Titles of the 10 terminal objective sections are Introduction to Power, History of Power, Safety, Work-Energy-Power, Machines, Internal Combustion, External Combustion, Power Transmission, Occupations, and Environmental Aspects. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 968 CE 010 989
Goldsbury, Paul And Others
American Industries. Performance Objectives. Volume 2.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—190p.; For a related document see CE 010 997
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Electricity, *Graphic Arts, Industrial Education, *Industry, Junior High Schools, Learning Activities, *Manufacturing, Power Mechanics, Semiskilled Occupations, Shop Curriculum, Student Evaluation, Technical Education, Technical Occupations, Trade and Industrial Education

Identifiers—United States

Several intermediate performance objectives and corresponding criterion measures are listed for each of the three categories (Manufacturing, Graphic Communication, and Power) included in this second of a two-volume course guide on American industries. The materials were developed for a 9- to 12-week course for seventh grade students to acquaint them with the concepts of major American industrial enterprises. The manufacturing category includes ten terminal objective sections: Classification of Metals, Layout, Cutting, Drilling, Forming, Finishing, Fastening, Quality Control, Mass Production, and Occupations. The graphic communication section includes seven terminal objective sections: Introduction, Occupations, Printing, Rubber Stamp, Special Printing Process, Offset Press, and Drawing. The power section includes four terminal objective sections: Occupations, Electricity, Combustion Engines, and Simple Machines. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 969 CE 010 990

Family Living. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—165p.; Page 49 may reproduce poorly
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Behavioral Objectives, Career Exploration, *Criterion Referenced Tests, *Family Life, *Family Life Education, Family Management, Family Relationship, Family Role, Family Structure, Home Economics Education, Job Skills, Marriage, Occupational Home Economics, Personality Development, Senior High Schools

Several intermediate performance objectives and corresponding criterion measures are listed for each of eight terminal objectives for a family living course for 10th, 11th, and 12th grade students. The materials were developed for a semester or 1-year course designed to prepare students (1) to exhibit knowledge of the past, present, and future patterns and purpose of the family; (2) to exhibit knowledge of personality development and demonstrate skills in applying this knowledge to his/her own personality development; (3) demonstrate knowledge of the wide variety of careers available to the students, and to develop skills necessary in obtaining and keeping a job; (4) exhibit knowledge of the factors involved in dating, mate selection, and marriage; (5) identify the factors involved in creating a satisfactory marital relationship; (6) recognize and exhibit skills needed to cope with family crises; (7) demonstrate knowledge and skills in money management; and (8) exhibit knowledge of the responsibilities of parenthood. Objectives 3 and 7 would be omitted for the 1-semester course. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 970 CE 010 991

Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—77p.; For related documents see CE 010 985 and CE 010 992
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, Child Care, *Child Care Occupations, *Child Development, *Criterion Referenced Tests, Curriculum, Curriculum Guides, *Job Skills, Occupational Home Economics, Secondary Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of four terminal objectives for a fundamentals of child care occupations course. The materials were designed to prepare students for entry level employment in jobs involving the care and guidance of children. Major concepts include growth, development, and behavior of children; fundamentals of child care; daily schedules and educational programs for children in child care centers; techniques for working with individual and groups of children; information on employment in child care programs; development of skills in working with children; and basic employability skills. Specialized activities include limited observation of and participation with children and preparation of materials used in working with children. Concepts of management, consumer education, and safety are included as they relate in instruction. The titles of the four terminal objectives are Orientation and Exploration of Child Care Occupations, Basic Employability Skills, Child Growth and Development, and Basic Skills of Child Care Services. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 971 CE 010 992

Child Care Services Handbook.
Duval County School Board, Jacksonville, Fla.
Pub Date—Aug 74
Note—107p.; For related documents see CE 010 952, CE 010 985 and CE 010 991 ; Not available in hard copy due to marginal legibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Bibliographies, *Child Care, Curriculum Guides, *Occupational Home Economics, Program Administration, Public Relations, Records (Forms), Recruitment, *Resource Materials, Secondary Education, Student Evaluation

A companion document to the curriculum guide for a secondary level child care services curriculum, this handbook contains a variety of administrative and program resources for the teacher: The vocational curriculum outline for child care services; a calendar of suggested public relations activities; procedures for building child care services enrollment; list of child care services student qualifications; application for home economics career program including personal data sheet; forms for confidential report on students and for character references; copies of student's agreement, contract grading forms, task analysis rating scales, student evaluation forms, letter of appreciation, and observation forms and check lists for recording child behavior; outline of a filing system for child care services; and a bibliography listing books for children, books on child care services, curriculum guides, films and filmstrips, film supplies, organizations and agencies, pamphlets, periodicals, and local resource persons and agencies. (HD)

ED 139 972 CE 010 993

Graphic Communications. Industrial Arts. Performance Objectives. Junior High School.
Duval County School Board, Jacksonville, Fla.
Pub Date—[73]
Note—178p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Behavioral Objectives, Communications, *Criterion Referenced Tests, Curriculum Guides, *Drafting, Exceptional Students, *Graphic Arts, Industrial Arts, Junior High Schools, Secondary Education, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for a graphic communications course for seventh, eighth, and ninth grade students. The seventh grade section includes eight terminal objectives for a 9-week course and covers the basic fundamentals of photography, bookbinding, and silk screening. The eighth grade section, which is a continuation of the seventh grade activities, includes nine terminal objectives for a 9-week course and covers technical sketching, silk screening, letterpress, and photography. The ninth grade section is divided into four separate one-semester courses: (1) Graphics 1A is a general course and contains 15 terminal objectives, (2) Graphics 1B is an accelerated program for students who are capable of doing more advanced work and contains 15 terminal objectives, (3) Drafting 1A is an introduction of mechanical drafting as a language of industry and contains eight terminal objectives, and (4) Drafting 1B is a sequential study of the areas covered in Drafting 1A for the above average student and contains seven terminal objectives. An industrial arts equipment list is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 973 CE 010 994

Bunch, Edwood And Others
Metals. Industrial Arts. Performance Objectives, Junior High School.
Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 72
Note—157p.; For a related document see CE 010 977
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Industrial Arts, Junior High Schools, *Metals, Shop Curriculum, Trade and Industrial Education

Several intermediate performance objectives and corresponding criterion measures are listed for a metals course for seventh, eighth, and ninth grade students. The seventh grade section includes 13 terminal objectives for a 9-week course and provides exploratory units in bench metals and sheet metals. Industrial materials and processes receive major emphasis. Basic activities covered are design, measuring, layout, cutting, forming, and fastening. The eighth grade section, a review of the seventh grade units with additional and advanced applications, includes 13 terminal objectives for a 9-week course. The ninth grade section is divided into two separate one-semester courses: (1) Machine Shop 1A is provided to review, reinforce, and expand the basic knowledge previously learned and contains 15 terminal objectives and (2) Machine Shop 1B contains 15 terminal objectives listed under the same headings: Safety, Introduction to Metals, Occupations, Lay-out and Measuring, Planning, Hand Tools, Abrasives, Drilling, Sheet Metals, Bench Metals, Welding, Forging, Lathe, and Finishing. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 974 CE 010 995

Exploration of Home Furnishings, Equipment and Services Occupations. Performance Objectives. Criterion Measures. Home Economics.
Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Home Economics Education, *Home Furnishings, *Home Management, Junior High Schools, Occupational Home Economics, *Service Occupations, Vocational Education

Several intermediate performance objectives and corresponding criterion measures are listed for each of three terminal objectives for an exploration of home furnishing, equipment, and services occupations course for eighth and ninth grade students. The materials were developed for a 12- to 18-week course designed to provide exploration opportunities in interior design, related textiles, reupholstery, slip covering and drapery making, furniture, equipment and accessories, housing, related agencies and legislation, and operation of home furnishings, equipment and services enterprises. A curriculum objective test is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 975 CE 010 996

Orientation to Home Economics Occupations. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—311p.
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Behavioral Objectives, *Career Awareness, Career Exploration, Clothing, *Criterion Referenced Tests, Curriculum, Curriculum Guides, Food Service Occupations, Home Furnishings, Housing, Junior High Schools, Occupational Clusters, *Occupational Home Economics, Occupational Information, Service Occupations, Textiles Instruction

Several intermediate performance objectives and corresponding criterion measures are listed for each of seven terminal objectives for a 6- to 9-week orientation to home economics occupations course for seventh grade students. The titles of the seven terminal objectives are Overview, Human Care Cluster, Food and Nutrition, Home Service Cluster, Clothing and Textiles, Housing and Home Furnishing, and Looking Ahead. A curriculum objective (diagnostic) test is included in the front of the manual. The appendix contains keys to tests, occupational pyramids, Future Homemakers of America (FHA) suggestions, and a bibliography. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 976 CE 010 997

Goldsbury, Paul And Others

American Industries. Performance Objectives. Volume 1.

Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 75
Note—175p.; For a related document see CE 010 989
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Agricultural Education, *Agriculture, *Behavioral Objectives, *Career Exploration, *Construction Industry, *Criterion Referenced Tests, Curriculum Guides, Industrial Education, *Industry, Junior High Schools, Shop Curriculum, Student Evaluation, Trade and Industrial Education
Identifiers—United States

Several intermediate performance objectives and corresponding criterion measures are listed for each of the three categories (American Industries Orientation, Agriculture, and Construction) included in this first of a two-volume course guide on American industries. The materials were developed for a 9- to 12-week course for seventh grade students to acquaint them with the concepts of major American industrial enterprises. American Industries Orientation includes five terminal objective sections: Safety, Criterion Measures, Elements of Industry, Planning, and Measurements. Agriculture includes seven terminal objective sections: Occupations, Tools, Turfgrass, Fertilizing, Vegetable Gardening and Container Growing, Conservation, and Horticulture Maintenance. Construction includes six terminal objective sections: Occupations, Characteristics of Wood Materials, Hand Tools, Wood Joining and Fastening, Finishing, and Mass Production. Information for instructors is also included. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 977 CE 010 998

Allen, Alveta And Others

Personal Career Orientation. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—227p.; Best copy available
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Behavioral Objectives, Career Awareness, *Career Choice, *Career Planning, *Criterion Referenced Tests, Grade 7, Home Economics Education, Junior High Schools, Occupational Home Economics, Occupational Information, Personal Growth, *Vocational Development, Work Attitudes

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for a personal career orientation course for seventh grade students. This 6- to 9-week course is designed to acquaint the student with personal qualities and characteristics necessary for success in the world of work. Consideration is given to the need for a positive attitude toward the dignity, worth, and satisfaction of work, and the dignity and value of all legitimate occupational pursuits. Emphasis is placed on means of determining one's interests and goals in life, evaluating these, and forming a plan to develop improved self-concept, relations with others, management of resources, personal nutrition, grooming, dress, and concern for becoming employable. Opportunities are given for critical thinking, problem-solving, and decisionmaking. A 50-item curriculum test (diagnostic) precedes the objectives. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 978 CE 011 000

Bunch, Edwood And Others

Woods. Industrial Arts. Performance Objectives. Junior High School.

Duval County School Board, Jacksonville, Fla.
Pub Date—Jul 72
Note—162p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, Curriculum Guides, *Industrial Arts, Junior High Schools, Shop Curriculum, Trade and Industrial Education, *Woodworking

Several intermediate performance objectives and corresponding criterion measures are listed for a woodworking course for seventh, eighth, and ninth grade students. The seventh grade section includes seven terminal objectives for a 9-week basic hand woodworking course which includes planning and layout, skill in the use of hand tools, construction and identification of simple joints, and the use of fasteners and finishing methods. The eighth grade section includes 11 terminal objectives in basic hand woodworking. The activities include planning and layout, design and construction, using bill of materials, and finishing procedures. Some machine work is involved also. The ninth grade section is divided into two separate one-semester courses: (1) Woods 1A is a course designed to review, reinforce, and advance knowledge of previously learned woods experience. It incorporates an introduction to machine woodworking and contains 16 terminal objectives. (2) Woods 1B is a basic machine woodworking course designed for those students who wish to take an additional semester course in woodworking. It includes a review of machines and tools with more depth in design and construction and criteria for making a vocational choice. Twenty terminal objectives are included in this section. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 979 CE 011 001

Consumer Education–Home Economics. Performance Objectives. Criterion Measures. Home Economics.

Duval County School Board, Jacksonville, Fla.
Pub Date—[75]
Note—123p.; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Behavioral Objectives, Consumer Economics, *Consumer Education, Consumer Science, *Criterion Referenced Tests, Family Resources, *Home Economics Education, Home Management, Money Management, Senior High Schools

Several intermediate performance objectives and corresponding criterion measures are listed for each of six terminal objectives for an 18-week consumer education-home economics course for 10th, 11th, and 12th grade students. Purposes listed for the course are to develop an understanding of the American market system, and how the individual affects and is affected by the American market system; to provide students with opportunities to develop basic skills, concepts, and understanding necessary to achieve optimum satisfaction from the utilization of resources; and to provide students with the opportunity to clarify values and identify goals by using the decisionmaking process. Objectives include focus on knowledge and skills in obtaining personal and family income, money management, and buying goods and services. A listing of suggested types of resource speakers, a bibliography, and a listing of audiovisual materials are included. (This manual and 54 others were developed for various secondary vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

ED 139 983 CE 011 023

Pucel, David J.

Models for Individualizing Vocational-Technical Instruction.

Pub Date—Dec 74
Note—15p.; Paper presented at the American Vocational Association Convention (December 1974)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Methods, Educational Strategies, *Individualized Instruction, *Instructional Design, Instructional Improvement, *Teaching Models, Technical Education, Trade and Industrial Education, *Vocational Education

Eight major instructional models and the basic strategies which define each of them are presented in this paper along with contrasts of the individualized instruction models with the "traditional" model of instruction (characterized by fixed-content, fixed-time, variable proficiency). The author notes that the models could be useful to industrial educators and other educators in modifying their teaching activities so that they can communicate with each other about the differences in the strategies and instructional models they use. Prior to discussion of the models, the author briefly discusses (1) the need for individualized instruction in vocational education and (2) three dimensions for classifying models: Content dimension, time dimension, and proficiency or competency level dimension. The description of the eight instructional models includes a discussion of the possibility of organizing an instructional program using any of the instructional models as cells of a matrix which would include all possible combinations of the content, time, and proficiency levels. A figure of the matrix is included. (SH)

ED 139 984 CE 011 026

Caro, Paul W.

Some Factors Influencing Transfer of Simulator Training.

Human Resources Research Organization, Alexandria, Va.
Report No.—HumRRO-PP-1-76

Pub Date—Aug 76

Note—21p.; Paper presented at Third Flight Simulation Symposium of the Royal Aeronautical Society (London, England, April 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Effective Teaching, *Flight Training, Literature Reviews, Methods Research, Military Training, *Performance Factors, Research Methodology, Research Needs, Simulation, *Simulators, Skill Development, Student Attitudes, Teacher Attitudes, Teaching Methods, *Transfer of Training

Studies of transfer of training may be used to determine whether simulator training improves pilot performance in an aircraft. Some approaches to determining simulator training effectiveness, such as surveys of pilot and instructor opinions, are not considered particularly reliable. Several other approaches have also been suggested. One factor influencing simulator training effectiveness is simulator design, including fidelity of simulation and design for training. Fidelity refers to the extent to which features of the aircraft and its environment duplicate their real world counterparts. Studies on the influence of such features as visual fidelity, motion fidelity, and handling characteristics are somewhat inconclusive. Design for training refers to the inclusion of features which facilitate training but which may bear no particular resemblance to features of the aircraft and environment being simulated. The sequencing of simulator and aircraft training and training program content are also influences. Past experience, aptitudes, skills, attitudes, and expectations of trainees and instructors represent potential influences on effectiveness of simulator training. Studies show that expectations for simulator training are usually fulfilled. (LMS)

ED 139 985 CE 011 045

Cohen, Wilbur J.

Needed Federal Policy in Education for Century III. Occasional Paper No. 24.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Jan 77

Note—16p.; Paper presented at a staff development seminar at the Center for Vocational Education, Ohio State University (Columbus, Ohio)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Administration, *Educational Change, Educational Legislation, *Educational Planning, *Educational Policy, Educational Problems, Elementary Secondary Education, Federal Government, *Government Role, Post Secondary Education

Identifiers—United States

Several issues in education resulting from the change to the Carter administration, and how these changes will affect the remainder of the twentieth century, are discussed in this speech. The author first makes the assumption that there is the possibility of a sharp break in the educational policy of the last 10 years, noting that there has been much criticism directed at education and educational leaders throughout the country, particularly education's high costs. Key issues discussed are as follows: (1) Concern for early childhood education, which could become a vigorous component in the struggle for Federal money (According to the author, if there is a struggle to put more money in early education and other areas, it might well be that vocational education's effort to get a larger part of the Federal share has reached a plateau.); (2) the possible creation, under the new administration, of a new department of education, which could intensify competition between higher education and elementary secondary education, between vocational and early childhood education, and between the research people and the program people; (3) the consolidation of Federal programs; and (4) the authorization (under the Educational Amendments of 1976) of teacher centers, and emphasis on the problem of retraining people for both different occupations and skills and opportunities during their entire lifetime. (SH)

ED 139 986 CE 011 053

Waller, Earl A.

Summary of Research Findings on the Military General Educational Development Program. Final Report.

Journal Cit—BBB04304

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-55; OASD-MR-76-5

Pub Date—Dec 76

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—College Admission, Comparative Analysis, Dropouts, Educational Certificates, Educational Interest, Educational Research, *Employee Attitudes, *High School Equivalency Programs, *High School Graduates, Military Personnel, *Military Service, *Participant Characteristics, *Program Effectiveness, Secondary Education, Veterans

Identifiers—Civilians

This report summarizes and integrates the finding of research studies dealing with the military General Educational Development (GED) program. The major areas covered include (1) the field conduct of the GED program, (2) characteristics of GED program participants, (3) a comparison of the utility of the GED certificate with that of the high school diploma, both inservice and postservice, and (4) the impact of attaining a GED certificate. Specific findings are presented in each of the major areas discussed. Following are the overall findings presented: (1) GED program participants had lower average aptitude scores than high school diploma holders, but higher ones than nonparticipant nongraduates. (2) A higher proportion of certificate holders planned service careers in comparison with their peers. They had higher pay grades at separation than noncertificate holders, but lower ones than diploma holders. (3) The GED certificate was regarded less highly than the high school diploma, but was perceived of considerable value in both inservice and postservice environments. This was particularly true for inservice where the certificate was accepted officially as meeting the requirements for a secondary education credential. (4) The impact of receiving a certificate was reported to be favorable by both certificate holders and noncertificate holders. The major effects of receiving a certificate were seen as increased confidence in personal ability and increased feelings of general well-being. (Author)

ED 139 987 CE 011 054

Vocational Training. Information Bulletin. Supplement. United Kingdom.

Journal Cit—BBB11420

Training Services Agency, London (England).

Spons Agency—Commission des Communautes Europeennes (Luxembourg).

Pub Date—76

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Agencies, Adult Education, Agency Role, *Educational Administration, Educational Finance, Educational History, Educational Legislation, *Educational Policy, *Educational Programs, Elementary Secondary Education, Foreign Countries, *Government Role, Industry, Instructional Staff, Job Training, National Programs, Post Secondary Education, Teacher Education, Trainers, *Vocational Education

Identifiers—*United Kingdom

Following a discussion of the historical background of the United Kingdom's education system and a brief description of its government department and agencies concerned with vocational education and training, this bulletin describes the United Kingdom's present vocational training provisions. Content is presented in 11 sections under the following headings: General Structure of the Educational and Vocational Training Systems; Organization and Contents of Educational and Vocational Training; Vocational, Academic, and Other Qualifications; Training of Trainers and Teachers; Adult Education (Including Permanent Education and Paid Leave); Training for Certain Categories of Person; Training Programs for New Jobs; Finance; Training Technology; Launching Reforms; and Special Measures. Tables and diagrams supplement the text. (LAS)

ED 139 988 CE 011 059

WIN in 1976. The Work Incentive Program. Seventh Annual Report to the Congress on Employment and Training Under Title IV of the Social Security Act. July 1, 1975-June 30, 1976.

Department of Health, Education, and Welfare, Washington, D.C.Department of Labor, Washington, D.C.

Pub Date—76

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Age, Annual Reports, *Employment Programs, Federal Legislation, *Federal Programs, *Job Training, Occupations, *Participant Characteristics, Race, Sex (Characteristics), *Welfare Recipients

Identifiers—United States, *Work Incentive Program

This 1976 annual report on the Work Incentive Program (WIN), a federally funded program directed to assisting the transition of individuals from welfare to self-sufficiency and economic independence, includes both discussion of the 1976 activities and presentation of a broader perspective including background, change, and future prospects of the 8-year-old program. The report begins with four brief sections: (1) An overview of program purpose, administration, population, services, and adjudication; (2) highlights of 1976 major events regarding jobs, wages, and services; (3) statistics on WIN characteristics of the WIN population (numbers who registered in WIN, entered employment, and deregistered by sex, race, age, and education); and (4) comparison of 1975 and 1976 statistics on intake, employment, and employment and training programs. The fifth section covers program results and includes tables on job entries by occupation and sex; entry wages by sex, race, and age; and types and numbers of supportive services initiated during the first quarters of FY 1976 and FY 1975. A brief section on funding covers the program costs and the basis for making State allocations. Finally, the last section, a perspective on WIN, traces the program background and chronology of WIN legislative documents and their program effects, revised WIN regulations, projects initiated to evaluate WIN and test innovations; and focus for FY 1977. An appendix includes 5 tables regarding unemployment rates and WIN job entries by State; WIN registrants and those entering employment and deregistering; hourly wages by sex and State; and initiated social and day care services by State. (EM)

ED 140 001 CE 011 093

Dissemination and Resources Group. Program Plan FY 1978.

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date—Aug 76

Note—43p.; Parts may be marginally legible due to print quality of the original document

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Agencies, Educational Development, Educational Research, *Educational Resources, *Federal Programs, Information Centers, *Information Dissemination, *Information Utilization, National Programs, *Program Design

The program purpose of the Dissemination and Resources Group of the National Institute of Education is to improve dissemination and use of knowledge for solving educational problems and to study, evaluate, and improve the capabilities of institutions and individuals to produce and use knowledge in improving education. The principal strategies for the 1978 program are (1) increasing the understanding of the R&D (research and development) system especially the factors that shape present practices and the relationships between production and use of knowledge; (2) assuring full and effective access to the knowledge resources available; (3) building the capacity in education systems and institutions to disseminate and use knowledge; and (4) strengthening the linkages between the R&D and practice communities through dissemination activities involving State, local, and intermediate education agencies, R&D organizations, teaching institutions, and professional associations. (Approximately half of this report is devoted to discussion of the context of dissemination and utilization in education–the nature of the educational system and the nature of the knowledge resource base–and the role of the Federal government. The other half describes the four 1978 program strategies listed above. A bibliography is included.) (LAS)

ED 140 010 CE 011 135

Paul, Krishan K.

What Happens After Training: A Review of Follow-Up of Vocational Graduates.

Nashville Urban Observatory, Tenn.

Pub Date—30 Sep 76

Note—35p.; Appendix A, "An Initial Follow-up Survey of Former Vocational Students" (source: The Center for Vocational Education, Ohio State University, Columbus, Ohio), and appendix B, containing the "Employer Questionnaire" and "Employee Performance Survey" (source: Department of Industrial Education, University of Minnesota) were copyrighted and therefore removed ; They are not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, Data Collection, Educational Assessment, Evaluation Criteria, *Followup Studies, Graduate Surveys, Manpower Development, *Program Evaluation, Research Methodology, Research Needs, *Research Problems, Research Reviews (Publications), *Vocational Education, *Vocational Followup

A review of followup study research is reported which focused on issues and trends in the evaluation of vocational education programs and their implications for human resource development. The analysis of representative studies selected from a survey of the literature is divided into four sections, one for each of four types of studies: (1) Administrative reports, (2) comparative studies, (3) cost-benefit analysis studies, and (4) studies relating to the development of technology, instrumentation, data systems, methodology, and guides and manuals. A brief summary is presented on the usefulness of each type of study, and general comments are added regarding future trends for followup research and criteria used to evaluate vocational programs. The overall conclusion stated is that followup studies continue to suffer from some severe problems, some of which are procedural and others conceptual. These problems are listed, and recommendations are made regarding (1) the need for increased research activities on relationships between vocational education and economic cycles and (2) the need to encourage and sponsor research efforts on a higher scale at the State, regional, and national levels. A bibliography lists 37 studies. (JT)

ED 140 011 CE 011 140

Haney, George M., Ed. And Others

Crossroads '76. Addresses and Proceedings of the National and International Annual Conference of the American Arts Association (38th, 5th, Des Moines, Iowa, April 19-23, 1976).

American Industrial Arts Association, Washington, D.C.

Pub Date—76

Note—564p.; Best copy available

Available from—American Industrial Arts Association, 1201 16th Street NW, Washington, D.C. 20036 ($8.00, cloth; $6.00 paperback; prepayment required)

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors—Career Education, Conference Reports, *Curriculum, *Educational Research, Elementary Secondary Education, Energy, Financial Support, Futures (of Society), Graphic Arts, *Industrial Arts, *Industrial Arts Teachers, Interdisciplinary Approach, Metric System, Safety, Special Education, Speeches, *Teacher Education, Teaching Methods

This book is a compilation of 145 conference papers and presentations on industrial arts education covering content in career education, classroom projects, construction, curriculum, elementary school industrial arts, energy, funding programs, graphic communications, interdisciplinary studies, international perspective, past-present-future, metrics, miscellaneous instruction, the professional teacher, research, safety, special needs programs, teacher education, teaching methods, tools, and women. Representative titles include the following: Industrial Arts and the Career Choice Patterns of Junior High School Students, Contemporary Construction Education and Practice, Developing a Leadership and Group Interaction Skills Curriculum, A Continuum of Objectives: The Way to More Systematic Instruction, Industrial Arts Resource Kits for K-6 Grades, The Urgency of Energy Education, Status of Funding in Idaho, An Overview of New and Future Technology in the Graphic Communications, Strategies for Unified Arts: A Framework for Analysis, A Rationale for International Technological Education, Crossroads–The Aircraft Construction Route to Aerospace Education, Toward the Year 2000–Futuristics, Industrial Arts in the Industrial and Postindustrial Society, Freedom and Professionalism and Our National Heritage, Industrial Arts Research: Basic Considerations, Wood Surface Noise Control, Industrial Arts in Special Education, Minicourses in Industrial Education, A Competency-Based Teacher Education Program: Graphic Arts, Computer-Assisted Instruction: A Student/Machine Interactive System, and Numerical Controlled Equipment. Conference minutes and resolutions are also included. (EM)

ED 140 014 CE 011 178

Budke, Wesley E.

Military Curriculum Materials Utilization in Vocational Education. Final Report.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—300-750-276

Note—62p.; For related documents, see CE 011 586-590

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Information Dissemination, Information Needs, *Information Networks, Information Services, *Information Systems, *Instructional Materials, Media Selection, *Military Training, National Surveys, Needs Assessment, Post Secondary Education, School Surveys, Secondary Education, *Systems Development, *Vocational Education

Identifiers—Air Force, Army, Coast Guard, Marine Corps, Navy, United States

This final report describes a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. Chapter I discusses the need for a centralized SYSTEM and gives project objectives. Chapter II contains overviews of the project's five major components: Review of existing information systems and linkages, development of strategies and procedures for selecting military materials, selection and acquisition of relevant materials, survey of civilian secondary and postsecondary schools which have experience using military curriculum materials, and the actual design of the SYSTEM which would include acquisition and selection, materials preparation and referencing, duplication and distribution, and user services. (The five project components are presented in more detail in five separately abstracted appendixes which are available separately.) Chapter III discusses general project management activities and concerns, and Chapter IV contains recommendations for implementation of the SYSTEM. A brochure about the project and a bibliography are included. (LMS)

ED 140 018 CE 011 256

1976 Annual Index to AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education). Volume 9, Numbers 1 through 6.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—481p.

EDRS Price MF-$1.00 HC-$26.11 Plus Postage.

Descriptors—Bibliographies, Educational Research, *Indexes (Locaters), Instructional Materials, *Technical Education, *Vocational Education

This volume cumulates the indexes that appeared in the six 1976 bimonthly issues of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM). The cumulation is intended to be a companion volume to the individual issues of AIM/ARM, which contain the complete resumes of documents. Both subject and author indexes are provided. Each entry in the subject and author indexes shows the title of the document, the VT number, and page of AIM/ARM on which the abstract appears. Instructions for ordering copies of individual documents are included. (LAS)

ED 140 019 CE 011 257

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—231p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Educational Research, Instructional Materials, *Program Descriptions, Research Projects, *Vocational Education

This volume has four major sections: (1) Abstracts of instructional and research materials, which present information about authors, titles, availability, and content of documents; (2) subject index, (3) author index, which helps locate relevant documents by author/institution names, and (4) projects in progress, which announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, parts C, D, and I. This section also includes a title-by-State index and directories (two) of curriculum centers and of State research coordinating units. (LAS)

ED 140 022 CE 011 264

Levine, Herbert A.

Paid Educational Leave. NIE Papers in Education and Work: Number Six.

Journal Cit—BBB10536

Rutgers, The State Univ., New Brunswick, N.J. Labor Education Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Mar 77

Contract—NIE-P-76-0159

Note—55p.

Available from—U.S. Department of Health, Education and Welfare, National Institute of Education, Education and Work Group, Washington, D.C. 20208

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Programs, Comparative Education, *Continuous Learning, *Educational Opportunities, Educational Policy, Educational Practice, Educational Programs, Employer Employee Relationship, Financial Support, Government Role, Inservice Education, Inservice Programs, International Studies, Labor Education, Labor Unions, *Leave of Absence, National Programs, National Surveys, Off the Job Training, On the Job Training, *Released Time, School Industry Relationship

Identifiers—Europe, International Labor Organization, Organisation for Economic Cooperation Development, United States

This report is a digest of a larger work, "Developments in Paid Leave of Absence," a report including case studies and analysis of the collective experience of nine European countries and the United States with paid educational leave. Section I defines paid educational leave as "leave given to an employee for educational purposes for a specified period during working hours, with adequate financial entitlements." Section II discusses developments within the International Labor Organization and that body's recent acceptance of a convention on paid educational leave. The history of the support of the concept by the Center for Educational Research and Innovation of the Organization for Economic Cooperation and Development is also recounted. Section III summarizes a study of the paid educational leave programs in 10 countries (Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United States, the United Kingdom, and Yugoslavia). Section IV reviews the interest shown, the perspective, the potential benefits, and the roles played by labor, management, government, and education with regard to paid educational leave as it developed in various countries. The final section highlights the potential significance of paid educational leave, recrurrent education, and continuing education and offers some suggestions for adjustments in American educational policy and practice. A biographical note on the author is included. (LMS)

ED 140 024 CE 011 281

Pautler, Albert J., Jr.

Local Occupational Program Evaluation.

Pub Date—[75]

Note—106p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Case Studies, Educational Assessment, Educational Objectives, Educational Philosophy, *Evaluation Methods, Followup Studies, *Graduate Surveys, *Program Evaluation, Questionnaires, School Districts, Secondary Education, Technical Education, *Vocational Education

Identifiers—*Local Occupational Program Evaluation, New York

To evaluate a secondary level occupational education program in New York State, the author used a system termed LOPE (Local Occupational Program Evaluation), which began with the development of a statement of philosophy and measureable objectives based on teacher and administrator input. A questionnaire based on the objectives was administered to graduating students and to the same students six months after graduation to evaluate the performance of the school and its staff in meeting the established objectives. One of the objectives was: Upon completion of an occupational program, 65% of the students will rate the experience satisfying. Students responded to the statement: My experiences in the specialization which I pursued while in the occupational education program were: (Responses ranged from "very satisfying" to "not at all satisfying.") Data obtained during the two-phase administration of the instrument indicated that five of the seven stated objectives were met. It was concluded that the LOPE system, which measures the "products" (graduates) of a program, can be useful for accountability because it uses measureable objectives. Resource materials, including a position paper by the author, data collection forms, and transparency masters on LOPE, are appended to the report. (LMS)

ED 140 026 CE 011 295

Franchak, Stephen J., Ed.

Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976).

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—Oct 76

Note—164p.; For a related document see ED 121 987

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—College Graduates, *Economic Research, Educational Benefits, *Educational Demand, *Educational Research, *Educational Supply, Employment Services, Employment Statistics, *Labor Economics, Labor Market, Manpower Needs, Occupational Surveys, Vocational Education

A compilation of 21 presentations given at a symposium held to improve communications between individuals and agencies (education, government and private industry) which produce or use occupational research and information for program planning and decisionmaking contains the following titles: Some Thoughts on Economic Illiteracy; We Can Survive: An Optimistic and Realistic View of the Future; And Now–A Word from the Private Sector; Comprehensive Employment Training Act, Expectations and Realities; Pennsylvania Occupational Statistics Program; Underemployment: Conceptual Issues; Work–Not School–Comes First; Cost-Effectiveness of Work Experience in Secondary Schools; A Perspective on "Assessing Vocational Education Research and Development"; Future Labor Supply for Lower Level Occupations; The Role of Supply and Demand Forces in the Changing Market for College Graduates; Projections of Science and Engineering Ph.D. Supply and Use: A Comparison on NSF and BLS Publications; How Useful in Employment Is College Education?; Strategies and Procedures for Using Occupational Information at a Career Development and Placement Center; Pennsylvania Postsecondary Degree Programs: Need, Availability, Supply, Oversupply; Industry Looks at Manpower Needs; A Bottomline Viewpoint: Industry Looks at Education; Labor's Challenge to Education and Industry; Job Information Service and Automatic Matching: New Concept for Public Employment Service; Analyzing Jobs as a Solution to Occupational Problems; and The Impact of Equal Opportunity. A list of participants is appended. (EM)

ED 140 027 CE 011 297

Atteberry, Jim W. And Others

Improving Vocational Education Planning: More Myth Than Reality? Final Report.

Journal Cit—RMQ66000

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Contract—G007500317

Note—319p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Administrative Problems, Building Systems, Data Analysis, Data Collection, Decision Making, Educational Improvement, Educational Planning, Educational Problems, Management Information Systems, Master Plans, *Models, Needs Assessment, Program Improvement, Programing Problems, *Program Planning, Research Tools, *Statewide Planning, Systems Approach, *Systems Building, *Vocational Education

Identifiers—*Missouri

This final report of a project conducted to design, develop, and test a comprehensive management plan for vocational education in Missouri is divided into three sections. Section I describes the rationale and components of a model based on the general systems approach to planning. An analysis of the planning process introduces several planning tools that were developed. Section II presents detailed examples of the application of one component of the planning model, The Decision Making Support System, the essence of which lies in the application of quantitative tools to the analysis of vocational education planning problems. The applications explained include linear programing, goal programing, multivariate statistics, and heuristic methods. Resource allocation planning problems are dealt with as well as the problems of needs assessment and of projecting employment for planning purposes. Section III addresses a variety of issues that relate to improving vocational education planning. The question, "Is improving vocational education planning more myth than reality?, is dealt with. Barriers to improving planning are discussed as well as the effect of the lack of administrative responsibility as it relates to vocational education planning. The report concludes by considering the possible future of vocational education planning. Appended are a discussion of data gathering and analysis and a copy of the operational master plan for vocational education in Missouri through the year 1990 that evolved in part as a result of this study. (Author/LMS)

ED 140 030 CE 011 311

Nelson, Frank W.

Distributive Education II. Course of Study.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—76

Note—826p.

Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 ($15.00)

EDRS Price MF-$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Distributive Education, Economics, Exhibits, *High School Curriculum, Human Relations, Job Skills, Learning Activities, Merchandising, Publicize, Salesmanship, Senior High Schools, Skill Development, State Curriculum Guides, Units of Study

Identifiers—Oklahoma

This curriculum guide for teacher-coordinators is designed to provide a course of study in distributive education (Distributive Education II) in Oklahoma. Content is in nine sections with each section consisting of one or more instructional units: (1) Orientation (Introduction to Distributive Occupations, DECA), (2) Survival Skills (Job Application and Interview, Handling Money, Cash Register, Shoplifting Prevention, and Communications), (3) Human Relations, (4) Selling (Pre-Approach, Approach, and Determining Needs; Presentation; Overcoming Objections, Close, Suggestion Selling, and Reassurance), (5) Display, (6) Advertising (Advertising Media; Advertising Layout), (7) Merchandising, (8) Store Organization, and (9) Economics (Economics of Free Enterprise; Government and the American Market). Each instructional unit contains lesson plans for several days and includes some or all of the following color-coded components: Performance objectives (unit objective describing the general outcome by completion of the unit and specific objectives delineating steps to reach the unit objective), suggested activities for teachers and students, information sheets (cognitive content), visual aides (transparency masters), assignment sheets and answers (individual and/or group learning activities providing direction to study), job sheets (procedures for skill development), tests, and test answers. Student materials are available and contain everything but test answers, answers to assignment sheets, and suggested activities. (EM)

ED 140 032 CE 011 316

Bhaerman, Robert D.

Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Note—229p.; Charts may be marginally legible due to small print of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01720-2) No price quoted

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, *Career Education, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Program Effectiveness, Program Evaluation, Reading Skills, Research Methodology, Research Reviews (Publications)

A descriptive analysis of 38 studies from the early to mid-1970's evaluating the effectiveness of career education (CE) programs focused on student (K-12 grade levels) achievement of competence in the basic academic skills (primarily mathematics, reading, and language arts). The studies reviewed were conducted nationwide using a variety of research designs, instruments, sample sizes, and statistical analysis approaches. The findings were (1) generally supportive of CE in 19 studies where reading and/or mathematics were impacted at various levels of significance and in one study reporting that the treatment students maintained growth in the basic skills; (2) moderately supportive of CE in 16 studies showing reading and/or mathematics grade equivalent score improvement and achievement gains; and (3) unsupportive of CE in 3 studies revealing either negligible or minimal impact. Although few generalizations could be made, it was noted that (1) a few more citations of positive results were itemized for reading than for mathematics or total language; (2) most of the successful studies collected data over one academic year; (3) the more intensive CE treatments led to more positive results; and (4) with few exceptions, CE had few adverse effects. Data charts are appended summarizing information from the 38 studies in several areas: Subject, location, research design, instruments, sample size, grade level, statistical analysis, delimitations, CE treatment, type of study, findings, conclusions, researcher, and institutional source of the report. (EM)

ED 140 035 CE 011 326

Douma, Elaine L.

Food Preparation and Service. An Introductory Course for Food Services Careers.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—CE-378

Pub Date—Jun 77

Note—243p.; Charts may be hard to read because of print quality

Available from—New Jersey Vocation-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey ($3.50 plus postage)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, Career Education, Cooking Instruction, Food Service Industry, *Food Service Occupations, Foods Instruction, High School Curriculum, Job Skills, Laboratory Procedures, Occupational Home Economics, Senior High Schools, *Skill Development, State Curriculum Guides, Vocational Education

Identifiers—New Jersey

Intended for use in a comprehensive senior high school, this curriculum guide for an introductory laboratory course focuses on the development of abilities, attitudes, and personal qualities which would lead to job success at the entry level in the food service industry, including in the areas of cooking, waitressing, supermarkets, and similar occupations. It is designed for minimum time of 360 class periods. Each of the 27 instructional units includes objectives and lesson activities. Units are titled (1) Introduction to Food Services, (2) Introduction to Food Preparation, (3) Following Recipes–Meat Extenders, (4) Terminology–Culinary Terms, (5) Measuring–English System, (6) Introduction to Metric Measuring, (7) Calculating Costs of Products–English System, (8) Quick Breads, (9) Cereal Cookery, (10) Eggs, Egg Cookery, (11) Principles of Milk Cookery–White Sauce, (12) Uniformity of Product–Cookies, (13) Employment Opportunities, (14) Efficiency, (15) Fact or Opinion, (16) Basic Nutrition, (17) Menu Planning, (18) Carbohydrates, (19) Fats and Oils, Pastry and Deep Fat Frying, (20) Proteins–Meat Cookery, (21) Minerals–Fish Cookery, (22) Vitamins, (23) Vegetables, (24) Nutrition Summary–Salads, (25) Introduction to Food Service, (26) Introduction to Food Sales–Sandwiches, and (27) Terminology–Gourmet Foods. (HD)

ED 140 037 CE 011 328

Stern, David

Wages and Other Rewards, What People Want or Get from Their Jobs, and How Education Makes a Difference (or Does It). Three Papers.

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—77

Contract—NE-G-00-3-0213

Note—101p.; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Academic Achievement, Age, Collective Bargaining, Educational Background, Employee Attitudes, Employer Employee Relationship, *Job Enrichment, *Job Satisfaction, *Labor Demands, Labor Unions, Occupational Surveys, *Wages, Work Attitudes, Work Experience

Paper I: Using information from the national 1973 Quality of Employment Survey, the following assertions are examined relative to white employees: (1) Employees with more years of schooling and experience can obtain more agreeable and better-paying jobs and (2) among workers with equal schooling and experience, those with more agreeable jobs must accept less pay. It was concluded that school and work experience both pay off in more dignified and meaningful work and that finding evidence of wage differentials which compensate for nonpecuniary benefits is very difficult. Paper II: A survey of unionized municipal workers was done to determine whether the new generation of educated workers would make new kinds of job demands. A questionnaire was mailed to 164 accountants, 214 college office assistants, and 427 social service supervisors and administered to 90 nurse's aides through interviews. It was found that the desire for changes in the job seems related to patterns of satisfaction and dissatisfaction with particular job aspects rather than to age or education. Paper III: Utilizing information from the same survey as Paper II, an analysis of responses suggests that union leaders do not initiate demands for job enrichment because they correctly perceive their members' relative unwillingness to forego pay increases in order to get more opportunity for job involvement. (EM)

ED 140 039 CE 011 331

Thompson, John A. Chock, Mona K.O.

Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii. Phase IV. Final Report.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—43p.; For related documents see CE 011 331-345 ; Parts may be hard to read because of faint print

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, *Career Education, *Counselor Training, Educational Objectives, Elementary Secondary Education, *Inservice Teacher Education, Instructional Materials, *Learning Modules, Material Development, Models, Participant Satisfaction, Post Secondary Education, Program Design, *Program Development, Program Evaluation, School Districts, Staff Role, State Programs, Teaching Techniques, Training Techniques, Workshops

Identifiers—*Hawaii

A training component for administrators and counselors was developed in Phase IV of a five-phase career education project for the State of Hawaii. Three goals were specified for Phase IV: (1) To develop a model for training school administrators and counselors in their role in career education, (2) to develop and test a set of materials for use by school district personnel to train groups of administrators and counselors based on the model, and (3) to revise materials and develop new approaches used for training teachers and teacher educators. Project strategies and procedures included the development of a model based on change theory concepts. A set of materials defined as a module was developed for each part of the descriptive model. The major focus of the materials (eight modules contained in 14 separate documents) was to give cadre trainers sufficient background to properly serve as instructors and to provide materials which the trainer might use in 30-hour workshops for administrators and counselors. A set of activities and a bibliography were also included. Other project activities were teacher evaluation of communically produced career education materials and compilation of a school-by-school description of exemplary career education programs in Hawaii. (TA)

ED 140 040 CE 011 332

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module I: Career Education Information.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—204p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Administrator Education, *Career Education, *Concept Formation, Counselor Training, Educational Objectives, *Educational Philosophy, Educational Practice, Elementary Secondary Education, Inservice Programs, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, School Districts, School Industry Relationship, Workshops
Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module focuses on the factors which have led to the growth of the career education concepts. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (A minimum of 20 to 30 workshop hours is suggested for the total program.) Module I contains a list of eight goals for the module, a suggested format and time frame (8 hours total) for activities (readings, exercises, etc.) related to each goal, and readings for participants on the following topics: Educational problems of youth, frustrations of youth who do not fit traditional patterns of educational expectations, concerns of various publics and business organizations toward the educational training of students, trends in career possibilities in Hawaii, cultural and social implications of careers, the evolutionary course of career education involving schools in the solution of these problems, components which make up the philosophy of career education, what other school districts have done in implementing this concept, and the Hawaii model for career education. A bibliography is included. (TA)

ED 140 041 CE 011 333

Career Education. Administrators and Counselors Implementation Model. Module II. Orientation Module.
Journal Cit—BBB01855
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 76
Contract—G00750051
Note—103p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Administrator Education, *Career Education, Concept Formation, Counselor Training, Educational Objectives, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Models, Post Secondary Education, Professional Training, *Program Design, Resource Materials, Staff Role, *State Programs, Workshops
Identifiers—*Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career-education, this module follows Module 1 and contains a more detailed examination of the various career education models from selected States with particular attention given to the Hawaii Career Development Continuum. The module is one of six for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. (The first two modules are common while the balance are specific to either counselors or administrators. A minimum of 20 to 30 workshop hours is suggested for the total program.) Module 2 contains activities and readings for developing attitudes of administrators and counselors about career education. Suggestions are made to administrators for formulating a basic orientation to career education in Hawaii, and opportunities are provided to gain experience in handling criticisms and in expanding their own thoughts on the concept. A list of goals for the module, a suggested format and time frame for activities, readings and exercises, and a short self-evaluation form and brief bibliography are included. (TA)

ED 140 042 CE 011 334

Thompson, John A. Chock, Mona K.O.
Career Education. Administrators and Counselors Implementation Model. Module III–Teacher Information and Orientation for Administrators. (3.1) Identify Change Strategy.
Journal Cit—BBB01855
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 76
Contract—G00750051
Note—68p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Education, *Administrator Role, *Career Education, *Change Strategies, Educational Change, Educational Objectives, Educational Strategies, Elementary Secondary Education, Inservice Education, *Inservice Teacher Education, Learning Modules, Post Secondary Education, *Principals, Professional Training, Resource Materials, School Districts, Workshops
Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this section of module 3 is designed to identify change strategies to help the principal motivate teachers to accept the concept of career education. (Module 3 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii.) Module 3 contains three sections. The first section is a repeat of the information module, (module 1) and the second a repeat of the orientation module (module 2); the principal now works with the teachers using the same format and readings by which he developed an understanding of career education and specifically of career education in Hawaii. The third section (this volume) is a lesson in the concept of change theory as related to teaching. It illustrates the techniques necessary for creating a climate for successful intervention. Major contents are introductory readings on change theory, readings on administrator awareness of change, and readings on change for staff development. A bibliography on change strategy is included. (TA)

ED 140 043 CE 011 335

Thompson, John A. Chock, Mona K.O.
Career Education. Administrators and Counselors Implementation Model. Module IV–Planning. (4.1) Develop Plans for Curriculum Preparation and Infusion.
Journal Cit—BBB01855
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 76
Contract—G00750051
Note—63p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Education, *Career Education, Change Strategies, *Curriculum Development, *Curriculum Planning, Elementary Secondary Education, *Fused Curriculum, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, Sex Discrimination, Sex Stereotypes, Staff Role, Teacher Attitudes, Teacher Role, Values
Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (4.1) of module 4 (Planning) is designed to assist principals and other school administrators to develop plans for curriculum preparation and infusion of career education. (The other three sections of module 4 deal with planning for resource allocation, for scheduling, and for community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.1 contains three lessons with activities and readings. Lesson 1 is concerned with the scope and sequence of the curriculum planning and how administrators can utilize it; a portion is devoted to assisting teachers to participate in the school level planning of career education activities. In Lesson 2 five examples are presented to illustrate the infusion concept and process. Issues addressed in Lesson 3 include sex role stereotypes, values determination, sex stereotypes in the classroom, sex discrimination in schools, teacher attitudes and values, and the role of values in career education. A bibliography of periodical literature on values in career education is included. (TA)

ED 140 044 CE 011 336

Thompson, John A. Chock, Mona K.O.
Career Education. Administrators and Counselors Implementation Model. Module IV–Planning. (4.2) Plans for Resource Allocation.
Journal Cit—BBB01855
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 76
Contract—G00750051
Note—32p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Personnel, Administrator Education, Administrator Role, *Career Education, Change Strategies, *Cost Effectiveness, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Program Administration, *Program Budgeting, *Resource Allocations, Resource Materials, Staff Role, Workshops
Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (4.2) of module 4 (Planning) focuses on the involvement of the faculty and staff in financial program planning for shifting resources to coincide with the implementation of career education. (The other three sections of module 4 deal with planning for curriculum infusion, scheduling, and community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.2 contains two lessons and includes a reading section on the purpose of cost analysis. Lesson 1 has two sub-parts, a planning component and a resource shifting component. The planning component relates to the process of identifying resources, determining priorities, and making decisions. The shifting component involves the budget and expenditure plan which are used to achieve priorities and to serve as a fiscal control mechanism. Lesson 2 is structured to help administrators recognize the socio-political ramifications of shifting resources. A bibliography is included. (TA)

ED 140 045 CE 011 337

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV–Planning. (4.3) Plans for Scheduling.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—40p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Education, Administrator Role, *Career Education, Change Strategies, *Educational Planning, Elementary Secondary Education, Flexible Scheduling, Inservice Programs, Learning Activities, Learning Modules, Open Education, Professional Training, Resource Materials, *Scheduling, *School Schedules, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (4.3) of Module 4 (Planning) explores some possibilities in developing schedules which will enhance the potential of career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.3 contains two lessons. The content of Lesson 1 is directed toward elementary school administrators. It contains various scheduling considerations for the infusion, the use of community personnel at the schools, and schedules which can accommodate off-campus activities. The content of Lesson 2 is directed toward the intermediate and secondary school administrators with the goal of achieving awareness of possible scheduling problems in secondary schools which may affect career education activities and of recognizing possible solutions. The reading selection for this module discusses the opening of the self-contained classroom. Eleven examples of schedules and a brief bibliography on scheduling are included. (TA)

ED 140 046 CE 011 338

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module IV–Planning. (4.4) Plans for Community Involvement.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—36p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Education, *Administrator Role, Advisory Committees, *Career Education, Change Strategies, *Community Involvement, Community Resources, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Post Secondary Education, Professional Training, Resource Materials, *School Community Relationship, Staff Role, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this fourth section (4.4) of module 4 (Planning) consists of a series of suggested readings and activities to aid the administrator and staff in developing a supportive environment in their community for career education. (The other three sections of module 4 deal with planning for curriculum infusion, resource allocation, and scheduling. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.4 contains readings which deal with the following topics: Communicating the career education concept, advisory committee on career education, involving the community and its resources, and goals and strategies. Five activities deal with school community relations. A brief community relations bibliography is included. (TA)

ED 140 047 CE 011 339

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module V–Implementation. (5.1) Supervision of Teaching.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—39p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrator Education, *Administrator Responsibility, Administrator Role, *Career Education, Change Strategies, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Observation, Post Secondary Education, Professional Training, Staff Role, Supervisory Activities, *Supervisory Methods, Supervisory Training, *Teacher Administrator Relationship, Teacher Evaluation, Teacher Improvement, *Teacher Supervision, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (5.1) of module 5 (implementation–for administrators) contains readings and activities on the major components in a system of observation and instructional improvement through the supervision of teaching. (The other section of module 5 deals with curriculum evaluation. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phrase career education project in Hawaii.) Module 5.1 contains a lesson which presents in outline form the responsibilities of the school administrator as the basis for supervision including procedures for supervision of teaching, classroom observation, and formal conferences. Readings are concerned with the following issues: Assessing the status of teacher evaluation programs in career education, nondirective supervisory conferences, and role conflict and self-concept in dealing with teachers. Three activities are included as well as a summary of the responses of one group of participants. A supervision bibliography is included. (TA)

ED 140 048 CE 011 340

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module V–Implementation. (5.2) Curriculum Evaluation.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—198p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrator Education, *Administrator Role, *Career Education, Change Strategies, *Community Involvement, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, *Fused Curriculum, Inservice Programs, Learning Activities, Learning Modules, Principals, Professional Training, Resource Materials, School Industry Relationship, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (5.2) of module 5 (implementation–for administrators) centers on aiding in the implementation of a career education curriculum. Module 5 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. Module 5.2 contains three lessons. Lesson 1 focuses on the community as a source for the development of curriculum materials and includes materials on using community resources as part of the curriculum, using the community as curriculum, onsite visitations, a sample of onsite visitation forms, and a resource inventory. Lesson 2 consists of criteria for evaluating career education materials, an evaluation form, and a materials section which contain 46 1-page evaluations of specific commercially prepared career education materials. Lesson 3 is designed to demonstrate to principals one action plan for infusing career education into an elementary school curriculum. Appendixes contain a directory of resource personnel for vocational-technical programs in Hawaii, and an example of a business information packet prepared for educators. (TA)

ED 140 049 CE 011 341

Thompson, John A. Chock, Mona K.O.

Career Education. Administrators and Counselors Implementation Model. Module VI–Evaluation of Career Education (Administrator).

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—50p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Education, *Career Education, Change Strategies, *Educational Assessment, Educational Improvement, Elementary Secondary Education, *Formative Evaluation, Inservice Programs, Learning Activities, Learning Modules, Professional Training, *Questionnaires, *Student Evaluation, Vocational Development, Workshops

Identifiers—*Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, module 6 is designed to introduce administrators to the Career Education Inventory, which has been developed specially for Hawaii, and which deals with techniques to develop a formative evaluation system for individual schools. (Module 6 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 6 contains one lesson dealing with evaluation of student progress, student self-kept records, the instructional program, and community resources. It includes two activities designed to familiarize the administrator with the evaluation instruments designed for the Hawaii career education continuum. Appendixes contain Forms B and C of the Student Growth Assessment of Career Development Inventory. (TA)

ED 140 050 CE 011 342

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VII–Develop and Implement Needs Assessment.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—32p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Change Strategies, *Counselor Training, Elementary Secondary Education, Inservice Programs, Learning Modules, *Needs Assessment, Professional Training, Program Development, State Programs, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this module (Module 7) consists of a series of readings and activities to aid the counselor in assessing the career education needs of youth. (It is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 7 contains a reading selection on a needs assessment strategy using the Hawaii Career Development Continuum (HCD) and three activities which instruct the counselor in the development and implementation of a career education needs assessment. (TA)

ED 140 051 CE 011 343

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII–Implementation. (8.1) Preparation and Evaluation of Counselor Material.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—28p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Change Strategies, Community Resources, *Counselor Role, Counselor Training, *Educational Strategies, Elementary Secondary Education, *Evaluation Criteria, Inservice Programs, Learning Modules, Library Materials, Occupational Information, Professional Training, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (8.1) of module 8 (implementation for counselors) consists of readings and activities to assist the counselor in preparing and evaluating those materials, procedures, and techniques that will aid with the implementation of career education in the school system. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.1 contains a lesson dealing with the preparation and evaluation of career education materials and four activities. Reading selections are provided on the following: Review and analysis of sources of occupational information for career education, a guide to the development of a community resource directory in career education, and guidelines for the development of a career information library. A brief bibliography is also included. (TA)

ED 140 052 CE 011 344

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII–Implementation. (8.2) Consultation to School Personnel.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—21p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Career Education, Change Strategies, Consultants, *Counselor Role, Counselor Training, Elementary School Counselors, Elementary Secondary Education, Inservice Programs, Learning Activities, Learning Modules, Professional Services, Professional Training, Resource Materials, Secondary School Counselors, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this second section (8.2) of module 8 (implementation–for counselors) consists of readings and activities to aid the counselor in preparing for his role as consultant to school personnel. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 8.2 contains two learning activities and two reading selections, one on the school counselor-consultant and one on the dimensions of the consultant's job. A brief bibliography is also included. (TA)

ED 140 053 CE 011 345

Michel, John

Career Education. Administrators and Counselors Implementation Model. Module VIII–Implementation. (8.3) Integration of Coordination of School and Community Resources.

Journal Cit—BBB01855

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.Hawaii Univ., Honolulu. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date—Sep 76

Contract—G00750051

Note—20p.; For related documents see CE 011 331-345 ; Some parts may reproduce poorly

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Personnel, *Career Education, Change Strategies, Community Resources, Coordinators, *Counselor Role, Counselor Training, *Educational Coordination, Educational Resources, Elementary Secondary Education, Inservice Programs, Learning Modules, Professional Services, Professional Training, Resource Materials, Workshops

Identifiers—Hawaii

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (8.3) of module 8 consists of readings and four activities to assist counselors in preparation for their role as coordinators of school and community resources. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) (TA)

ED 140 060 CE 011 422

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education).

Journal Cit—LBY41580

Bowling Green Board of Education, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—[72]

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Career Planning, Counselor Role, Counselors, *Curriculum Development, Educational Administration, Educational Resources, Elementary Secondary Education, Human Resources, Parent Role, Principals, Program Descriptions, *Staff Role, Student Centered Curriculum

Identifiers—Kentucky, Kentucky (Bowling Green)

Project PEOPLE (Personal Enhancement of Occupational Preparation through Life Centered Education), developed to design a world of work curriculum and appropriate units for each level, is described in this booklet. (Project PEOPLE involves 269 staff members of the Bowling Green Independent School System, who attended a 4-week summer workshop for the purpose of designing the curriculum and units for each level. The project serves over 5,000 students in nine schools–seven elementary, 1 junior high school, and 1 senior high school.) Staff responsibilities and project components are discussed and include the following: Development staff training (which briefly covers career planning activities at four levels); professional responsibility and roles of the academic and vocational classroom teachers, guidance counselors, and principals; the resource person; occupational clusters assigned by grade level; interviewing the resource person; visibility of project activities; the parent; the academic world; and management. (TA)

ED 140 061 CE 011 426

Cubit-Swoyer, Donna

Workshop in Providing Equal Career Opportunities.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—CE-375

Pub Date—Jun 77

Note—133p.; Some pages may reproduce poorly because of small print

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($1.50 plus postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Guides, Attitude Tests, Bibliographies, *Career Education, Career Opportunities, Counselor Training, Curriculum Evaluation, Educational Legislation, *Equal Education, Evaluation Criteria, Guidelines, Inservice Programs, *Inservice Teacher Education, Instructional Materials, Occupational Information, Program Development, Resource Guides, *Sex Discrimination, Sex Stereotypes, Workshops

Identifiers—New Jersey

One in a series of curriculum documents in career education, this manual provides plans, resources, and materials for training counselors and teachers to provide sex fair career counseling and programs. Objectives for a workshop are presented, and directions, including a flow chart, are given for its preparation. These are followed by detailed workshop plans for conducting eight hours of training (in either one, two, or four sessions) on the following topics: Legislation; sex fair tests, texts, and occupational information; and techniques and resources for programs. Media resources and extensive materials resources are listed with company or organization names, addresses, and publication titles (plus cost, if any). Also listed are names and addresses of inservice trainers or organizations and persons able to assist in securing qualified trainers. These are given by region and individual States, with a special page devoted to trainers located in New Jersey. Attitude exploration activities are presented, along with guidelines for assessing sex bias in career interest inventories and in educational materials. New Jersey equal education legislation is appended as well as excerpts from the 1974 Federal Register outlining Federal rules and regulations on educational programs and sex nondiscrimination. Suggested questions for evaluating a workshop conclude the manual. (BL)

ED 140 062 CE 011 428

Sexton, Patricia Cayo

Women and Work. R & D Monograph 46.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—DOL-21-11-75-15

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Employment Opportunities, *Employment Patterns, Employment Practices, Employment Problems, *Employment Programs, Employment Trends, *Equal Opportunities (Jobs), Federal Programs, *Females, Government Role, Minority Groups, Policy Formation, Public Policy, *Research, Research Reviews (Publications), Sex Discrimination, *Working Women

Identifiers—United States

Information regarding women and work learned mainly, but not exclusively, through research and development (R&D) projects sponsored by the Employment and Training Administration's Office of Research and Development (ETA-ORD) is reviewed, and the future directions of policy on women are explored. The first chapter briefly summarizes two schools of thought (dualist and human resources) explaining the inferior position of women workers while data pertaining to the size of the male-female earnings gap and a review of studies offering varying explanations for the gap are contained in chapter 2. Chapters 3 and 4 cover labor market studies, including the National Longitudinal Survey, and chapter 5 reviews projects exploring barriers faced by women seeking employment. Chapter 6 discusses several experimental projects undertaken by ETA to improve the work opportunities of women, including Minority Women's Employment Program (MWEP). Other government activities that affect women at work are discussed in chapters 7 to 9: (1) Manpower programs, including the Work Incentive Program (WIN); and (2) the policies and actions of the U.S. Employment Service, the Equal Employment Opportunity Commission, and occupational licensing authorities. The final chapter makes recommendations for future directions in R&D projects, child care, education/-training, outreach employment programs, and organizing efforts. (EM)

ED 140 064 CE 011 442

Kessman, William A.

Food Services. Reading and Language Activities.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 77

Note—99p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.00 plus postage)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Exploration, *Food Service, Instructional Materials, Language Development, *Language Skills, *Learning Activities, Reading Development, Reading Materials, *Reading Skills, Secondary Education, Special Education, Vocabulary Development, Vocational Education

Written primarily for special needs students in the exploratory phase of a vocational program in food services, this activity book employs basic content material of the food service trade to serve as a vehicle for developing reading and language skills. Each lesson follows a similar format. The lesson is introduced by an illustration and a list of key words found in the reading selection which follows. Each reading selection is followed by short answer questions (getting the main idea, getting the meaning from the context), true-false questions, sentences to complete, vocabulary-spelling exercises, and a word puzzle. The titles of the lessons are A New School; A New Shop; What to Wear; Clean Hands, Please; Setting the Table: What to Use; Dishes and Glassware: How to Hold; What Is Flatware?; How a Table Is Set; Kitchen Work; Kinds of Foods; Large Kitchen Equipment; and Small Kitchen Equipment. (The last two lessons include a number of illustrations.) (LMS)

ED 140 065 CE 011 448

Slick, James M., Comp.

Career Bibliography. A Guide to Free and Inexpensive Occupational Information.

Journal Cit—BBB12921

Pennsylvania State Univ., University Park. Career Development and Placement Center.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—Feb 77

Note—176p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Bibliographies, Directories, Educational Resources, Government Publications, *Information Sources, *Occupational Clusters, *Occupational Information, Private Agencies, Professional Associations, Resource Guides, State Agencies

Designed for use by cooperative education instructors, counselors, librarians, students, and teachers, this career bibliography identifies more than 2,000 sources of occupational information (e.g., government agencies, professional associations, private businesses) which offer over 5,000 free or inexpensive job-related publications. Five hundred and twenty-two occupations are listed alphabetically, and sources of information (with mailing addresses and publication titles) are alphabetized under each occupational title. Each listing is also numbered with a "Dictionary of Occupational Titles" (DOT) code. The code numbers are indexed in the back of the book and are clustered according to jobs having the same basic occupational or worker characteristics and similar educational requirements. Thus occupations related to an occupation of primary interest can be identified. In addition, a study guide and checklist is appended to aid in conducting a personal exploration of specific occupations and alternatives. Purposes of the guide and directions for its use are presented on the opening pages. (BL)

ED 140 066 CE 011 454

Home Economics. Sample Test Items. Levels I and II.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.

Pub Date—May 76

Note—118p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Home Economics Education, *Learning Modules, Secondary Education, *Teaching Guides, *Test Construction

A sample of behavioral objectives and related test items that could be developed for content modules in Home Economics levels I and II, this book is intended to enable teachers to construct more valid and reliable test materials. Forty-eight one-page modules are presented, and opposite each module are listed two to seven specific behavioral objectives and the related sample test items. Half of the modules are for level I and half for level II, those for each level falling under one of four subject headings: (1) Human Development, (2) Housing, Furnishing, and Equipment, (3) Food and Nutrition, and (4) Clothing and Textiles. Each module consists of identification of the content emphasis, time allotment, two to four broad behavioral outcomes, several suggested learning experiences, suggestions on measurement of student progress, and a list of related modules. The following are representative of the module titles: Career Chatter, I Am Me; Extending Family Resources; Fire Safety; Party Perfect Foods; Sparkling China, Gleaming Crystal, and Shining Pots; Perk Up a Breakfast; Tools for Home Sewing; Making and Wrapping Gifts; Pride in Family Traditions and Customs; Jobs that Deal with People; Operating Household Cleaning Equipment; A Safe Trip Through the Home; Analyzing Food Labels; Creative Cookies; Special Diets; How Foods Work for You; Cooking Outdoors; Instant Sewing for Self; Measuring for Correct Pattern Size; Making Your Clothing More Personal; and Face Facts. (EM)

ED 140 067 CE 011 456

Basic Economic Concepts in Business Education. Bulletin No. 206.

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date—Sep 76

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business Education, Business Subjects, *Concept Formation, Curriculum Development, Economic Education, *Economics, *Mathematical Concepts, Post Secondary Education, Secondary Education, Teaching Guides

Intended as an instructional aid for teachers of general business and other secondary school business courses, this annual bulletin discusses the following four general economic concepts: Opportunity costs, supply and demand, industrial organization, and marginal analysis. For each concept, principles are developed which can often be applied in business decisionmaking, examples and applications are given, and selected teaching suggestions and references are provided. (HD)

ED 140 068 CE 011 457
Gould, E. Noah, Ed.
Machine Accounting. An Instructor's Guide.
New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.
Pub Date—76
Note—70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Accounting, *Bookkeeping, Business Education, Business Subjects, Curriculum Guides, Learning Modules, *Office Machines, *Office Occupations Education, Post Secondary Education, Secondary Education

Designed to prepare students to operate the types of accounting machines used in many medium-sized businesses, this instructor's guide presents a full-year high school course in machine accounting covering 120 hours of instruction. An introduction for the instructor suggests how to adapt the guide to present a 60-hour module which would be suitable for a one-semester high school course or for an advanced adult course, a 30-hour module, or a 10- to 15-hour module. The introduction also includes statements about objectives for the sections, prerequisites for the course, course credit, and major sequences into which the course would fit. The guide consists of six sections: Orientation to machine accounting, payroll, accounts payable, accounts receivable, billing, and age analysis. Objectives are given at the beginning of each section. Within each section, the content outline appears on the left-hand side of the page, and content details and teaching suggestions are given on the right-hand side. Forms and other illustrative material appear throughout the guide. (LMS)

ED 140 069 CE 011 458
Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V.
New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.
Pub Date—76
Note—82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Behavioral Objectives, *Curriculum Design, *Curriculum Development, Educational Needs, Family Life, *High School Curriculum, *Home Economics Education, Learning Modules, State Curriculum Guides
Identifiers—Future Homemakers of America, New York

This curriculum guide for levels III, IV, and V home economics teachers in New York State describes a process for planning and developing home economics courses. Emphasis is placed on the determination of student needs and the enrichment of learnings through participation in the Future Homemakers of America (FHA). The guide begins with a discussion of the following major components comprising this curriculum framework: A design which reorganizes homemaking-family living curriculum into four basic subject areas (Human Development; Housing, Furnishings and Equipment; Food and Nutrition; and Clothing and Textiles) with six content emphases (Management, Buymanship, Leisure, Careers, Health and Safety, and Relationships); scope of learnings charts comprised of behavioral learning outcomes; and modules (guides suggesting experiences that promote behavioral learning outcomes). Next, there are two sections briefly describing how to determine student needs and interests and how FHA related to the curriculum. These are followed by scope of learnings charts that list learning outcomes for the six content emphases within each subject area for levels I through V with the latter three presented in extensive detail. Finally, the guide describes the development of a course, including examples of both subject area and content emphases course outlines, and presents New York State's home economics sequence requirements toward high school graduation. An appendix includes forms for compiling student needs data, guides for developing a module and writing behavioral objectives, and information explaining FHA. (EM)

ED 140 070 CE 011 466
Appelgate, William K. Weaver, Marita A.
The Region V Conference on Competency Based Teacher Education (Midland Hotel, Chicago, Illinois, March 11-13, 1975). Final Report.
Journal Cit—BBB14414JIM34640
Southern Illinois Univ., Carbondale. Coll. of Education.
Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.; Office of Education (DHEW), Chicago, Ill. Regional Office 5.
Pub Date—May 75
Note—110p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Conference Reports, Educational Planning, Inservice Teacher Education, *Performance Based Teacher Education, Preservice Education, *State Programs, Teaching Methods, Vocational Agriculture Teachers, Vocational Education, *Vocational Education Teachers
Identifiers—Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

This report of a regional conference on Competency Based Teacher Education (CBTE) held to allow the six States in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) to share information about vocational personnel development activities and programs, consists primarily of 12 conference papers: (1) Personnel Development in Occupational Education in Illinois; (2) One State's Approach to Competency Based Teacher Education; (3) Planning for Personnel Development within a State; (4) Vocational Educators and Competence Based Education; (5) Preservice Occupational Program (POP); (6) Competency Based Industrial Teacher Education at University of Wisconsin-Stout; (7) Competencies for Professional Education in Home Economics; (8) Two-Year Inservice Teacher Preparation Program to Provide the Essential Professional Competencies Necessary for Teachers of Agriculture; (9) A Competency-Based Program for Preparing Vocational Teachers; (10) Performance/Competency Based Teaching Methods, Minnesota Style; (11) Administration by Competency (ABC); and (12) A Cautionary Appraisal of CBTE. Concluding this report are the summary reports of each State's task force sessions in which conference participants developed suggestions and recommendations to questions relative to CBTE; and a summary of a participant survey designed to assess attitudes toward varied aspects of CBTE. Copies of the program and participant survey form and a list of the conference participants, presenters, and staff are appended. (EM)

ED 140 071 CE 011 479
Koble, Ronald L.
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
Industrial Arts Association of Pennsylvania.Pennsylvania State Dept. of Education, Harrisburg-.Pennsylvania State Univ., University Park.
Pub Date—77
Note—19p.
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Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Industrial Arts, *Industrial Arts Teachers, Industry, Nonverbal Communication, *Performance Based Teacher Education, Power Mechanics, Secondary School Teachers, *Task Analysis, *Teaching Skills
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A competency-based educational project was done to develop an inventory of the competencies that beginning teachers of industrial arts education (K-12) in Pennsylvania must demonstrate to meet standards for satisfactory performance. Three regional workshops were held where the participants, selected by a steering committee using specific criteria, generated competency statements in four areas (industrial materials, power technology, visual communications, and industrial arts–professional) based on Pennsylvania's Generic 22 (a compilation of 22 statements delineating the general competencies needed by all teachers, regardless of grade level or subject area). Following these workshops, the steering committee synthesized and edited these competencies into a single set of statements. One hundred and twenty-five industrial arts teacher educators, supervisors, classroom teachers, and lay people attending an annual conference provided verbal and written feedback about the statements to the steering committee before the final editing was done. This booklet concludes with a complete list of the competency statements in the four areas and an appendix which includes Generic 22; an overview of project events, procedures, and dates; a list of the workshop participants and staff; and the criteria used for identifying competencies during the workshops. (EM)

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Home Economics Education. Curriculum Planning Guidelines. Levels III-IV-V.
ED 140 069
Machine Accounting. An Instructor's Guide.
ED 140 068

North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Managing Programmatic Research and Development in Education.
ED 138 749

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.
Key Resources in Career Education: An Annotated Guide.
ED 138 752

Northwestern Univ., Evanston, Ill. Dept. of Education.
Educational Planning in the Labor Market: Linking Occupational Education to Regional Economic Development. Volume One.
ED 138 728

Northwestern Univ., Evanston, Ill. Graduate School of Management.
Educational Planning in the Labor Market: Linking Occupational Education to Regional Economic Development. Volume One.
ED 138 728

Office of Career Education (DHEW/OE), Washington, D.C.
Career Education and Basic Academic Achievement. A Descriptive Analysis of the Research.
ED 140 032
Experiential Education and Community Involvement Practices at the Postsecondary Level: Implications for Career Education.
ED 138 771

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
A Teacher's Guide to Metrics. A Series of In-Service Booklets Designed for Adult Educators.
ED 139 904

Ohio State Univ., Columbus. Center for Human Resource Research.
Career Thresholds: Longitudinal Studies of the Educational and Labor Market Experiences of Young Men. Volume Six.
ED 138 831
The Theory of Human Capital and the Earnings of Women: A Re-examination of the Evidence. Revised.
ED 138 806

Ohio State Univ., Columbus. Center for Vocational Education.
Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 6. VT 103 401-103 600.
ED 140 019
An Assessment of the Impact of the Wisconsin Vocational Research Coordination Unit. Final Report.
ED 138 719
Current Projects in Vocational Education-FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I and J).
ED 138 782
The Development of an Innovative Strategy for Coping with the Transition from School to Work: Implications for High School Students.
ED 138 799
The Influence of Selected Organizational and Administrative Variables on Continued and Extended Use of Exemplary Projects in Vocational Education. Research and Development Series No. 116.
ED 138 814
The Maryland Model. A Project to Develop an Educational Plan for the Maryland Division of Correction. Final Report.
ED 138 743
Military Curriculum Materials Utilization in Vocational Education. Final Report.
ED 140 014
Needed Federal Policy in Education for Century III. Occasional Paper No. 24.
ED 139 985
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ED 138 830
Organizing and Conducting Demonstration Projects in Vocational Education. Research and Development Series No. 117.
ED 138 813
A Research Agenda for the National Institute of Education.
ED 138 714
Systemic Issues in School to Work Transitions.
ED 138 715
Transferability of Vocational Skills: Review of Literature and Research. Information Series No. 103.
ED 138 834
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ED 139 924
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ED 140 018

Ohio State Univ., Columbus. Dept. of Agricultural Education.
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ED 138 783

Ohio State Univ., Columbus. Mershon Center.
The Implementation of CETA in Ohio. R&D Monograph 44. Final Report.
ED 138 808

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Distributive Education II. Course of Study.
ED 140 030
Housing and Home Furnishings. In-Depth Curriculum. Vocational Home Economics Education.
ED 138 838
Nursing III. A Course of Study. Health Occupations Education.
ED 138 837

Olympus Research Centers, San Francisco, Calif.
The Comparative Labor Market Role of Newspaper Help Wanted Ads and Public Employment Service Job Listings. Final Report.
ED 138 735

Olympus Research Corp., Salt Lake City, Utah.
The Comparative Labor Market Role of Newspaper Help Wanted Ads and Public Employment Service Job Listings. Final Report.
ED 138 735

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Profiles of Career Education Projects. Second Year's Program. Fiscal Year 1976 Funding.
ED 138 786

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Selected Alternatives for Serving More High School-Aged Students in the Vocational-Technical Schools. Final Report.
ED 139 907

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
The Relationship of Characteristics of Vocational Food Service Teachers to Their Teaching Effectiveness. Final Report.
ED 138 733
Research and Development Project in Career Education. Final Report.
ED 139 906

Pennsylvania State Dept. of Education, Harrisburg.
Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071
Research & Information on Employment & Training. Proceedings of a Symposium (Hershey Convention Center, Hershey, Pennsylvania, October 14-15, 1976).
ED 140 026

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Pennsylvania Competency-Based Teacher Education. Competencies: Industrial Arts Education.
ED 140 071

Pennsylvania State Univ., University Park. Career Development and Placement Center.
Career Bibliography. A Guide to Free and Inexpensive Occupational Information.
ED 140 065

Policy Studies in Education, New York, N.Y.
Three-Site Evaluation for Career Development Projects.
ED 139 908

Regional Education Service Agency, Region 5, Parkersburg, W. Va.
Career Education Consulting Package. Pack I. Counselors.
ED 137 622
Career Education Consulting Package. Pack II. Primary K-3.
ED 137 623
Career Education Consulting Package. Pack III. Junior/Senior High.
ED 137 624
Career Education Consulting Package. Pack IV. Intermediate.
ED 137 625
Career Education Consulting Package. Pack V. Administrators.
ED 137 626
Career Education Consulting Package. Pack VI. Handouts and Transparencies.
ED 137 627

Rhode Island State Dept. of Education, Providence.
An Information Network and Simulation Model for Vocational Education. Final Report. Rhode Island Model II. Volume I.
ED 138 820

Rural Economics Inst., Davis, Calif.
Career Development for Farm Employment. Final Report.
ED 138 787

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Basic Cake Decorating Workbook.
ED 138 744
Food Preparation and Service. An Introductory Course for Food Services Careers.
ED 140 035
Food Services. Reading and Language Activities.
ED 140 064
Haircutting Guide for Cosmetology Students.
ED 138 745
Machine Shop Operations-2. Milling Machine, Heat Treatment of Metals, and Grinders.
ED 137 618
Workshop in Providing Equal Career Opportunities.
ED 140 061

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Model for Calculating Cost per Pupil for Secondary Vocational, General and Transfer Curricula in Comprehensive High Schools, Shared Time Vocational Schools and Full Time Vocational Schools. Final Report.
ED 139 914

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Paid Educational Leave. NIE Papers in Education and Work: Number Six.
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Southern Illinois Univ., Carbondale. Coll. of Education.
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Career and Vocational Education in the 1980s: Toward a Process Approach. Final Report.
ED 138 819

Southwest Wisconsin Vocational, Technical, and Adult Education District 3, Fennimore.
Barriers to Enrollment in Post Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.
ED 138 758

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Supervised Student Teaching.
ED 139 910

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Recommended Requirements for a Comprehensive Management Information System for Occupational Education. Final Report.
ED 138 756

Texas Education Agency, Austin. Div. of Occupational Research and Development.
Student Information System. Student Follow-Up. Management Information System.
ED 138 772

Texas Univ., Austin. Center for the Study of Human Resources.
The Impact of Legal and Administrative Remedies to Overcome Discrimination in Employment. Final Report.
ED 139 919
The Minority Women Employment Program: A National Demonstration Project to Facilitate Entry of Minority Women into Managerial, Professional, and Technical Occupations. Volume I. Final Report.
ED 138 737

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Vocational Training. Information Bulletin. Supplement. United Kingdom.
ED 139 987

University of South Florida, Tampa.
Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume Two.
ED 138 769
Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils. Final Report. Volume One.
ED 138 768

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.
Career Counseling and Placement. Columbia City School System, Columbia, Mississippi. Final Report.
ED 139 922

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Career Education Consulting Package. Pack I. Counselors.
ED 137 622
Career Education Consulting Package. Pack II. Primary K-3.
ED 137 623
Career Education Consulting Package. Pack III. Junior/Senior High.

ED 137 624

Career Education Consulting Package. Pack IV. Intermediate.
ED 137 625

Career Education Consulting Package. Pack V. Administrators.
ED 137 626

Career Education Consulting Package. Pack VI. Handouts and Transparencies.
ED 137 627

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

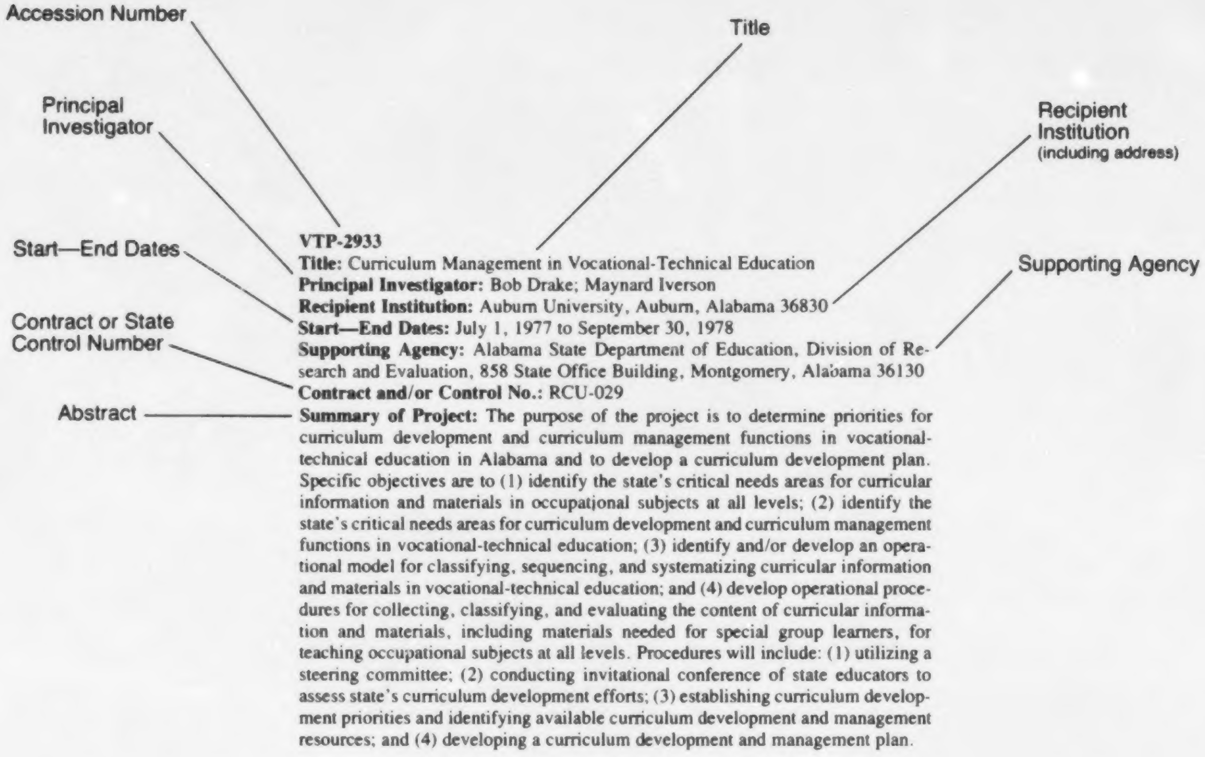
Competency Based Curriculum. Pre-Vocational Business & Office Cluster. One.
ED 138 773

Competency Based Curriculum. Pre-Vocational Business & Office Cluster. Two.
ED 138 774

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Barriers to Enrollment in Post Secondary Vocational, Technical and Adult Education Programs in Wisconsin. Final Report.
ED 138 758

Sample Project Resume



VTP-2933
Title: Curriculum Management in Vocational-Technical Education
Principal Investigator: Bob Drake; Maynard Iverson
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: July 1, 1977 to September 30, 1978
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029
Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1976 (PL-94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2988

Acquisition of Teaching Aids.

Principal Investigator: Lathrop, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1G11

Summary of Project: The objectives of this project are to (1) complete the validation, development, and production of selected teaching aids for automotive mechanics; (2) complete the production of teaching aids in horticulture (nursery operations); (3) complete production of teaching aids for competency based individualized teaching; and (4) conduct appropriate inservice activities relating to 1, 2, and 3. Procedures will be to (1) complete the development, field testing, and revision of materials listed above; (2) develop, organize, and conduct inservice training necessary for the installation of the above products; and (3) print all materials listed above for distribution by the Division of Vocational Education.

VTP-2989

Development of Competency Based Teaching Aids in Vocational Agriculture.

Principal Investigator: Beeman, Carl

Recipient Institution: University of Florida, Gainesville, Florida 32611

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E11

Summary of Project: The objectives of this project are to (1) assist in establishing specific needs for teaching aids in vocational agriculture; (2) assist in establishing priorities for teaching aids; (3) develop special requirements; and (4) adopt, adapt, or develop appropriate teaching aids for identified needs in vocational agriculture. Procedures will be to (1) establish priorities based on needs; (2) conduct a nation-wide search for materials meeting requirements for individualized, competency-based instruction; (3) acquire, screen, and review materials for appropriateness; (4) develop inservice program for users of products; and (5) diffuse materials using existing diffusion system.

VTP-2990

Maintenance of Florida's Educators' Information Service.

Principal Investigator: Lathrop, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E13

Summary of Project: The goal of this project is to maintain Florida Educators' Information Service which provides access for vocational educators to research curriculum information storage and ERIC, LOCKHEED-DIALOG, and other data bases available. Procedures include: (1) upon request by vocational educators, identify available materials in specific interest areas and (2) support curriculum development activities in local districts, universities, and junior colleges by conducting nation-wide searches for available materials.

VTP-2991

Production of V-TECS Catalogs.

Principal Investigator: Lathrop, Robert

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1J11

Summary of Project: This project proposes to continue the production, dissemination, and diffusion of V-TECS Catalogs and awareness materials as assigned by the Vocational Division. Procedures will be to (1) receive, sequence, edit, layout, and reproduce catalogs and (2) develop, produce, and print brochures for each V-TECS catalog produced.

VTP-2992

A Project Designed to Develop Individualized Instructional Aids (Continuation).

Principal Investigator: Downing, Charles L.

Recipient Institution: Duval County School Board, Jacksonville, Florida

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E11

Summary of Project: The purpose of this project is to develop individualized, performance-based multi-media instruction in ten vocational areas for disadvantaged students. Procedures include: (1) developing units or modules from catalogs of performance objectives; (2) selecting appropriate method/media for units; (3) developing film/tape audio visual sequences appropriate for achieving objectives; (4) managing performance-based instruction; and (5) testing and revising in classroom settings.

VTP-2993

Validation and Revision of Curriculum Materials at the Sarasota County Student Center.

Principal Investigator: Holmbraker, Harry

Recipient Institution: Sarasota County Public Schools, Sarasota, Florida 33577

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee Florida 32304

Contract and/or Control No.: 7-1G42

Summary of Project: This project intends to systematically validate, by field tests, 170 modules developed to bridge gaps between the academic and vocational areas for handicapped students and to revise teaching aids based in formative evaluation and expert review. The teaching aids developed by personnel in Sarasota County will be field tested in the northwest region of Florida. Teachers will receive inservice training in the use of the materials prior to use. Standard procedures for validating materials using an Instructional System design will be followed.

VTP-2994

Vocational-Technical Education Consortium of States (V-TECS) (Continuation).

Principal Investigator: Mohr, Paul, Jr.

Recipient Institution: Florida A&M University, Tallahassee, Florida 32307

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E12

Summary of Project: The objectives of this project are to (1) furnish technical assistance to persons developing catalogs of objectives in selected occupational areas; (2) produce five V-TECS catalogs in occupational areas identified as priorities by the Vocational Division; and (3) supervise activities of all persons developing catalogs. Procedures will be to (1) develop state-of-the-art reports; (2) develop task lists; (3) survey incumbent workers to verify tasks; (4) write objectives for identified tasks; and (5) develop catalogs of objectives following specifications supplied by V-TECS.

VTP-2995

Vocational-Technical Education Consortium of States (V-TECS) (Continuation).

Principal Investigator: Perkins, L. H.

Recipient Institution: University of West Florida, Tallahassee, Florida

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E12

Summary of Project: The project proposes to develop a catalog of performance objectives, criterion referenced measures, performance guides, and tool and equipment lists for the occupation of farm equipment mechanic. Procedures will be to (1) conduct a state-of-the-art study; (2) develop a task list; (3) select, manage, and train writing team; and (4) develop a catalog of objectives, using validation procedures followed by V-TECS.

VTP-2996

Word Processing Curriculum Model and Teacher's Guide Workshop.

Principal Investigator: Anderson, Marcia A.

Recipient Institution: Southern Illinois University-Carbondale, Carbondale, Illinois 62901

Start—End Dates: Start Date 15 Dec 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of the Superintendent of Public Instruction, Springfield, Illinois 62706

Contract and/or Control No.: RD5-B8-569

Summary of Project: The objectives of this project are to (1) plan and promote four workshops at various locations within the state for the purpose of disseminating the Word Processing Curriculum Guide developed during 1976-77 and (2) conduct all the necessary details entailed with the workshops, i.e., recruitment, collecting materials, selecting sites, scheduling facilities, and conducting and evaluating workshop activities. Procedures will be to (1) design and print information flyer; (2) mail flyer describing workshop sites and activities; (3) plan workshop activities; (4) prepare, collect, and assemble workshop materials; (5) conduct workshops; (6) evaluate workshop results; and (7) prepare final report of project activities.

VTP-2997

Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors (Continuation).

Principal Investigator: Oren, John W., Jr.

Recipient Institution: Mississippi State University, Department of Agricultural and Extension Education, Mississippi State, Mississippi 39762

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Mississippi State Department of Education, Jackson, Mississippi 39205

Contract and/or Control No.: RCU-EX-78-01

Summary of Project: The objectives of the project are to (1) continue in the establishment of specialized career preparation programs in agriculture; (2) continue orientation of teachers in the conduct of the specialized programs; (3) assist teachers in obtaining and using needed instructional materials; and (4) provide assistance to teachers in the establishment and conduct of adult programs. The procedures involve a continuation of the project previously initiated in the public schools. Individual, small group, and workshop instructional sessions will be used. Instructional materials will be obtained and used as needed in the programs. All activities in the project will be jointly carried out or carried out in close consultation with supervisory personnel in agriculture with the State Department of Education.

VTP-2998

Career Seminars in Business, Industry, Government, and Service Occupations.

Principal Investigator: Elbert, Dennis J.; Staff, Bruce

Recipient Institution: Penn Valley Community College, Kansas City, Missouri 64111

Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2272

Summary of Project: The goal of this project is to provide an interactive skill oriented learning environment for students to learn career search skills, career opportunities, and vocational offerings located in community junior colleges. This pilot program will be organized into four career seminars: one each for business, industry, government, and service occupations. Each seminar will include a segment on career search skills presented by a professional; a segment on opportunities in various industries presented by representatives of the industry; and an opportunity for the students to visit with representatives of specific companies.

VTP-2999

Careers in Criminal Justice Slide Presentation.

Principal Investigator: Colter, Norman C.

Recipient Institution: St. Louis Community College at Meramec, St. Louis, Missouri 63122

Start—End Dates: Start Date 9 Jan 78; End Date 17 Feb 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2275

Summary of Project: The Careers in Criminal Justice slide presentation will introduce and inform students of the various careers available to them, residents of the Greater St. Louis Area, in the Criminal Justice field on local, state, and federal levels. The audio-visual, color slide presentation analyzing the various careers available to students in the Criminal Justice field will be photographed, developed, edited, and produced. Approximately 35 agencies, institutions, and careers will be included in the presentation representing vocational opportunities on local, state, and federal levels.

VTP-3000

Community Occupational Survey.

Principal Investigator: Burns, E. Dean

Recipient Institution: Northwest R-I School District, House Springs, Missouri 63051

Start—End Dates: Start Date 2 Jan 78; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2271

Summary of Project: The goal of this project is to develop a model survey instrument to be used in determining the feasibility of initiating a cooperative vocational education. A survey instrument appropriate for small business will be developed and disseminated. The data received will be abalyzed using frequencies and percentages.

VTP-3001

Comparison of Reading Readiness of Vocational-Technical Students and the Success Attained in These Courses.

Principal Investigator: Sherrell, Eugene G.

Recipient Institution: Southwest Missouri State University, Springfield, Missouri 65802

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1363

Summary of Project: The project will compare the reading level of students enrolled in vocational classes with the material assigned in these classes to the successful completion of their occupational course of study. Procedures will include: (1) contact and give a standardized reading skill test to all students currently enrolled in the courses of the area vocational-technical schools located in West Plains, Springfield, and Nevada; (2) identify the materials used to supplement the reading assignments by the various teachers of the courses offered in the area vocational-technical schools located in West Plains, Springfield, and Nevada; (3) compare the student reading level with the reading level of the material assigned; (4) compare the student reading level with success in completing the course of study; (5) interview guidance counselors of selected sending schools to identify methods that affect student selection for vocational education; (6) develop an evaluation scale the vocational teacher of any subject may use to evaluate the material they assign the students to read; and (7) prepare and send a report of the findings, including the reading evaluation device, to all vocational teachers and guidance counselors.

VTP-3002

Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction.

Principal Investigator: Martin, Betty B.

Recipient Institution: University of Missouri-Columbia, 309 Gwynn Hall, Columbia, Missouri 65201

Start—End Dates: Start Date 30 Jan 78; End Date 5 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2277

Summary of Project: The objectives of this project are to (1) determine the types and numbers of handicapped students presently enrolled in consumer and occupational home economics; (2) estimate the possible increase in types and numbers of handicapped that may be enrolled in home economics programs in the next three years; (3) assess the need for inservice credit and non-credit workshops to provide training for home economics teachers in working with the handicapped; (4) determine the number of home economics teachers interested in participating in a summer on-campus workshop to provide training for working with the handicapped; (5) determine the extent to which teaching aides are being provided to assist with the teaching of handicapped in home economics; (6) determine the extent to which home economics teachers will be responsible for training the teaching aides; and (7) assess the need for resources to assist the home economics teacher with teaching the handicapped. A questionnaire will be developed, refined, and sent to occupational and consumer home economics teachers in Missouri. The data will be analyzed by computer to determine frequencies, percentages, and significant differences as to location of types of handicapped students and the home economics programs in which they are enrolled.

VTP-3003

To Develop a Comprehensive Program of Job Seeking Skills for Students Enrolled in the Occupational Division of a Community College.

Principal Investigator: Adams, Victor G.

Recipient Institution: Three Rivers Community College, Poplar Bluff, Missouri 63901

Start—End Dates: Start Date 1 Jan 78; End Date 31 May 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2276

Summary of Project: The plan of this project is to develop a systematic job seeking skills program for students enrolled in occupational programs. The occupational faculty will act as an advisory committee in developing the pre-employment job seeking skills program. Review of literature, assessment of existing equipment and mediated materials, and the formulation of an evaluation instrument will all be tasks to be performed in developing this program.

VTP-3004

Develop a File Guide for Job Development/Job Placement Programs.

Principal Investigator: Rumburg, W. S.

Recipient Institution: Mineral Area College, Flat River, Missouri 63601

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2270

Summary of Project: The objective of the project is to develop a set of guidelines usable for job placement filing sytems. A survey of the placement personnel in Missouri's community colleges and area vocational schools to determine need and present status of filing systems for job placement and development will be conducted. A filing system under the direction of placement personnel and other appropriate persons will be developed. The guidelines will be distributed to all community colleges and area vocational schools.

VTP-3005

Development of a Model for Distributive Education Programs in Area Vocational-Technical Education Schools.

Principal Investigator: Elias, John

Recipient Institution: University of Missouri-Columbia, Academic Support Center, Columbia, Missouri 65201

Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1371

Summary of Project: This project proposes to develop a model for the development of Programs of Distributive Education in the area vocational-technical schools of Missouri. A task force of vocational directors, Distributive Education teacher/coordinators, Missouri business leaders, State Department staff, and University of Missouri-Columbia staff will review data regarding programs in other states, visit the most promising programs personally, synthesize this information, and develop a model for Missouri programs.

VTP-3006

Development of Career Program Directory.

Principal Investigator: Carlock, Philip D.

Recipient Institution: St. Louis Community College at Forest Park, St. Louis, Missouri 63110

Start—End Dates: Start Date 1 Dec 77; End Date 31 May 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2274

Summary of Project: This project will provide the undeclared vo-tech student with information which will allow him/her to select a major and make an occupational choice. Procedures will include: (1) in cooperation with the Counseling Resource Committee, collect information of interest to the undeclared student; (2) distribute information to the undeclared student and high school counselors in the St. Louis area; and (3) evaluate materials by surveying 100 students and reduce the number of undeclared students by five percent.

VTP-3007

Development of Off-Farm Supervised Occupational Experience Program Materials for Vocational Agriculture Students.

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1373

Summary of Project: The objectives of this project are to (1) develop a record book for use by off-farm agriculture students; (2) develop procedures and materials for agriculture teachers to use with employers and students in preparing training agreements and training plans; and (3) develop teaching units on planning and conducting off-farm supervised occupational experience programs. Procedures include: (1) review of literature; (2) form and organize advisory group for consulting purposes; (3) prepare materials; (4) review and revise materials based upon recommendations of the advisory group; and (5) print and distribute materials to Missouri agriculture teachers, supervisors, and teacher trainees.

VTP-3008

Effects of Noise on Reading Comprehension and Task Completion Time.

Principal Investigator: Jewell, Larry R.

Recipient Institution: University of Missouri-Columbia, 111 Agricultural Engineering Building, Columbia, Missouri 65201

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2279

Summary of Project: The objectives of this project are to (1) identify and review materials which relate to the evaluation of the effects on noise on the learning process; (2) analyze the extent that reading comprehension is affected by increasing sound intensity; (3) determine to what extent the time required for the completion of a task is affected by increasing sound intensities; and (4) recommend appropriate considerations for the control of noise pollution in vocational shops and laboratories. This study will be conducted as a post-test-only control group experiment utilizing a 2 x 2 factorial design. The design requires randomization of the groups, and therefore, provides maximum control of the relevant extraneous internal variables.

VTP-3009

Effects of Vocational Education Programs and AWCI-Assessment Feedback on Student Achievement of Affective Work Competencies.

Principal Investigator: Kazanas, H. C.

Recipient Institution: University of Missouri-Columbia, 103 Industrial Engineering Building, Columbia, Missouri 65201

Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1368

Summary of Project: The objectives of this project are to (1) identify the affective competency requisites (criterion levels) for selected occupations and/or occupational clusters represented in Missouri; (2) determine the extent to which Missouri's vocational education programs assist students' acquisition of desirable affective work competencies (characteristics); and (3) ascertain the effect of AWCI-feedback on the development of affective work competencies by vocational education students in Missouri. Data will be collected from four groups of individuals utilizing the Affective Work Competencies Inventory. the four groups will include: (1) representative samples of employed (model) workers within each occupational-classification cluster; (2) representative sample of senior academic students; (3) representative sample of senior vocational students; and (4) representative sample of senior vocational students receiving comprehensive AWCI-assessment feedback. The vocational and non-vocational students will be compared in terms of their achievement on affective work competencies and the vocational students in the experimental group will be compared with the control group in terms of the effect of AWCI-assessment feedback.

VTP-3010

An Investigation of Consumer Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri.

Principal Investigator: Martin, Betty B.

Recipient Institution: University of Missouri-Columbia, 309 Gwynn Hall, Columbia, Missouri 65201

Start—End Dates: Start Date 3 Jan 78; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2278

Summary of Project: The objectives of this project are to (1) identify the specific types of classes in which consumer education is taught; (2) determine the extent to which various consumer education concepts are taught by consumer educators; (3) indicate consumer education concepts on which teachers feel a need for additional information; (4) determine the extent to which various consumer education methods and materials are being utilized by consumer educators; (5) indicate consumer education methods and materials for which teachers feel a need for additional information; (6) identify the types of structures of inservice courses which would be most useful to consumer educators; and (7) determine whether responses to any items differ significantly between teachers in various subject areas. The vocational and consumer home economics teachers will be surveyed via a questionnaire developed by an advisory committee. The data will be analyzed by computer to determine frequencies, percentages, and whether different responses were received from teachers in various subject areas.

VTP-3011

A Mid-Management Model College Retail Store.

Principal Investigator: Schillie, Charlene

Recipient Institution: Moberly Junior College, Moberly, Missouri 65270

Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 2273

Summary of Project: The purpose of this project is to develop a model training laboratory to give COE students hands-on experience in merchandising, management, and marketing. A committee consisting of the COE staff and students will plan for and initiate the procedures and operation of the store. Evaluation of the operation will be made through surveys of the consumers, operation staff, accounting of profit, etc., by the faculty sponsor.

VTP-3012

Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials.

Principal Investigator: Martin, Betty B.

Recipient Institution: University of Missouri-Columbia, 309 Gwynn Hall, Columbia, Missouri 65201

Start—End Dates: Start Date 16 Jan 78; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1372

Summary of Project: The objectives of this project are to (1) assess the current status of curriculum development strategies; (2) develop an assessment format to determine status and use of curriculum materials by Missouri vocational home economics teachers; (3) determine the demographic characteristics of vocational home economics teachers in Missouri; (4) assess the need for resource materials by home economics teachers; (5) assess the degree of involvement of teachers in curriculum development; (6) assess the respondents' awareness of curriculum development strategies as currently used by the Department of Elementary and Secondary Education and the University of Missouri-Columbia; and (7) develop recommendations for preservice and inservice educational efforts to be carried out by the Department of Elementary and Secondary Education and the University of Missouri-Columbia. A survey instrument will be developed and disseminated to Missouri's vocational home economics teachers. Information will be gathered to determine use of home economics curriculum materials disseminated through the Instructional Materials Laboratory located at the University of Missouri-Columbia.

VTP-3013

Personality Characteristics, Interpersonal Values, and Leadership Attitudes of Mid-Level Managers.

Principal Investigator: Staff, Bruce, S.

Recipient Institution: Penn Valley Community College, 3201 Southwest Trafficway, Kansas City, Missouri 64111

Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78

Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101

Contract and/or Control No.: 1361

Summary of Project: This project plans to ascertain whether or not there is a distinctive set of personality traits, leadership attitudes, and interpersonal values for mid-level managers. Mid-level managers in three occupational categories will mark questionnaires dealing with their personality characteristics, interpersonal values, and leadership attitudes. An analysis of variance statistical procedure will be used to determine if there is a significant difference between the groups.

VTP-3014

Curriculum Dissemination Project for Selected Industrial Education Teachers.

Principal Investigator: Nelson, Beverly J.

Recipient Institution: Nebraska Vocational Curriculum Resource Center, West Campus, Kearney State College, Kearney, Nebraska 68847

Start—End Dates: Start Date 20 Oct 77; End Date 31 Dec 77

Supporting Agency: Nebraska State Department of Education, Lincoln, Nebraska 68509

Contract and/or Control No.: VE 133-78-1

Summary of Project: The purpose of this project is to disseminate materials developed by the Mid-America Vocatioal Curriculum Consortium to Nebraska teachers that teach small engine repair and to provide inservice on the use of curriculum material. The materials will be disseminated by the Nebraska Vocational Curriculum resource Center. Ron Tuttle will provide inservice instruction on the curriculum format. Jerry Kohl will provide inservice on the content of the materials.

VTP-3015

Agricultural Products (Continuation of 20-6807).

Principal Investigator: Rohm, Curtis L.

Recipient Institution: Solanco School District, R.D. 2, Box 40, Quarryville, Pennsylvania 17566

Start—End Dates: Start Date 10 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7834

Summary of Project: The objectives of the project are to (1) develop and implement agricultural food processing courses in such areas as: meat processing, poultry processing, dairy processing, produce and cereal food processing; (2) field test the developed courses of study and lesson plans during the school year 1977-78, using pre- and post-cognitive testing in order to determine their effectiveness; and (3) develop a course outline that can be distributed to other schools in the Commonwealth of Pennsylvania. The procedure to be followed will be to cooperate with the Agricultural Education Department of the Penn State University and receive all applicable agricultural processing materials. The Agricultural Education Department of Penn State will be involved in pre- and posttesting the students as a means of determining the effectiveness of the units. At the conclusion of the third year of operation, we should have a prototype of a course of study developed for Agriculture Products I and II.

VTP-3016

Continuation and Expansion of VEDA–Vocational Exploration: A Development Approach for Junior High School (Continuation of 20-6811).

Principal Investigator: Wycallis, George

Recipient Institution: Dallas School District, Conyngham Avenue, Dallas, Pennsylvania 18612

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 84-8001

Summary of Project: The objectives of this project are to (1) develop and implement a three-phase model for a junior high school career exploration and career planning program; (2) involve teachers in integrating career information and activities in their regularly taught classes; (3) inform and involve parents in the career exploration program activities; (4) inform and involve community businesses, industries, governmental, business and service organizations, and resource individuals in the program; and (5) plan and carry out an ongoing public relations program that will help to insure the success of the program through the understanding and support of parents, teachers, and community. Trained staff members will work as a team with other staff members and parents to continue the development of the program model by planning activities, gathering materials, and evaluating the results of the research and techniques. Seventh graders will explore attitudes about self and others, eighth graders will explore careers, and ninth graders will learn decision-making skills. Assessment instruments will be used at all grade levels. Selected parents will participate in structured group activities. Ongoing evaluation activities will assess progress and provide data for necessary revisions.

VTP-3017

Curriculum Materials Review and Student Resource Center.

Principal Investigator: Howell, David L.

Recipient Institution: The Pennsylvania State University, 102 Armsby Building, University Park, Pennsylvania 16802

Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7835

Summary of Project: This project proposes to (1) review curriculum materials available throughout the United States to assess their usefulness to vo-ag programs in Pennsylvania; (2) stock a curriculum resource center with basic selected vo-ag curriculum materials to be used by teacher education undergraduates in Ag. Ed. and for inservice education; (3) recommend available curriculum materials to vo-ag teachers for their use; and (4) through the review and selection process, needs in curriculum resources will be identified. Materials judged useful will be recommended to Pennsylvania teachers. This project will expand the services of Ag. Ed. instructional materials laboratory by offering out-of-state materials from one location. Materials will be previewed by an advisory committee composed of vo-ag teachers who will determine the appropriateness of such material for use in Pennsylvania. By making a greater variety of curriculum materials available for teachers, programs can be improved to the benefit of the students.

VTP-3018

Developing Curriculum Resource Materials (Modules) for Teaching Health Occupations.

Principal Investigator: Miller, Dolores

Recipient Institution: Temple University, College of Education, Philadelphia, Pennsylvania 19122

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8001

Summary of Project: The goal of the project is to write eight technical content modules in health occupations in the following categories: communications, ethics, structure and function, and health careers. The state staff and state field representative will identify selected modules needing development. A selected staff member, using guidelines and a standard format mutually agreed upon by the participating universities and BVD/PDE, will develop the modules to the point of readiness for field testing.

VTP-3019

Farm Management Analysis Education Institute (Continuation of 20-6808).

Principal Investigator: Layman, Ralph M.

Recipient Institution: Lancaster County AVTS-Willow Street, 1730 Hans Herr Drive, Willow Street, Pennsylvania 17584

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8007

Summary of Project: The goal of this project is to provide a farm management analysis education program for teachers of vocational agriculture who instruct young-adult farmers enrolled in their classes. A proven comprehensive farm management analysis education program has been developed in Minnesota. The director of the Minnesota program and members of his staff will be brought to Pennsylvania to train 40 of our best adult Vo-Ag teachers to implement the Minnesota program. In succeeding years, these 40 teachers will be utilized at no cost to continue training under Pennsylvania Vo-Ag teachers in implementing the Minnesota system.

VTP-3020

Focus on Careers (Continuation of 20-6804).

Principal Investigator: Dzubak, Cathy Lee

Recipient Institution: Hopewell Area School District, 1215 Longvue Avenue, Aliquippa, Pennsylvania 15001

Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8005

Summary of Project: The main goal of this year's project is to refine all procedures and, using a standard format, to develop a complete operations manual for the course. The second objective this year is to make the manual available for dissemination to the other school districts of our intermediate unit and also to any school district or intermediate unit interested in such a program. To develop such a manual, the following procedures will be used: (1) meeting with consultants; (2) collation and refinement of existing materials; (3) actual writing of manual; (4) evaluation by advisory committee; and (5) revision of draft copy and completion and duplication of manual.

VTP-3021

Improved Teaching Via Curriculum Changes.

Principal Investigator: Lamping, Robert G.

Recipient Institution: School District of Pittsburgh, OVT Education, 341 S. Bellefield Avenue, Pittsburgh, Pennsylvania 15213

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8007

Summary of Project: The major objectives are to complete curriculum revision work for the TMR's, EMR's, and disadvantaged via the change model on three programs (child care, wood/construction, and manufacturing) already begun and extend the change model to two additional programs–visual communication and power and transportation. The procedure for developing the program will follow four phases. Phase I deals with the philosophy and objectives. During Phase II, the teachers develop learning activities and materials designed to teach the competencies of the program. Phase III explains different instructional strategies. Phase IV consists of intermittent meetings to discuss ideas, problems, and progress and to update the program. Each program will proceed through the four phases of curriculum development until a comprehensive curriculum package with related instructional materials is developed, field tested, and finally revised.

VTP-3022

Mainstreaming Vocational Education (Continuation of 19-6816).

Principal Investigator: Clark, William H., Jr.

Recipient Institution: Venango County AVTS, One Vocational-Technical Drive, Oil City, Pennsylvania 16301

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8004

Summary of Project: The objective of this project is to develop a procedure manual detailing a systems approach to mainstreaming special needs students into regular vocational classrooms. The manual will be designed so that it can be used by vocational schools throughout the State of Pennsylvania. The development of the procedure book will result from historical and descriptive survey research techniques which will document the process of designing, installing, implementing, and evaluating a mainstreaming program.

VTP-3023

Metrics Instruction.

Principal Investigator: Wronoski, Walter J.

Recipient Institution: Bucks County AVTS, Wistar Road, Fairless Hills, Pennsylvania 19030

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7829

Summary of Project: The objectives of the project are to (1) provide a two-day metric measurement inservice workshop for vocational teachers to orient them to metrics, acquaint them with Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide 10 hours of classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inserviice workshop, a staff person(s) has been identified to provide leadershiip at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project.

VTP-3024

Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.

Principal Investigator: Smith, Curvin C.

Recipient Institution: Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8002

Summary of Project: The objectives of this project are to (1) apprise area vocational-technical schools, community colleges, and a sampling of comprehensive high schools of accessibility requirements for handicapped students; (2) determine the amount of structural modifications which will be needed to accommodate handicapped students; and (3) develop methods or procedures to collect the data and information and present a report in a clear, readable format. Procedures will include: (1) review pertinent literature with the assistance of VEIN, ERIC, and Center for Vocational Education; (2)

interview persons enrolled in or who have an interest in vocational programs offered in AVTS's, comprehensive high schools, or community colleges; (3) identify aspects of physical accessibility which might apply to specific shop/lab area; (4) examine VEMIS reports and the Legal Curriculum File maintained for each AVTS to determine what shops, labs, or programs are conducted in each attendance area; and (5) develop an instrument for identifying noncompliance features to accessibility requirements.

VTP-3025

Predicting Satisfaction in Postsecondary Study from High School Students and Programmatic Characteristics.

Principal Investigator: Yung, Kirby

Recipient Institution: The Pennsylvania State University, Occupational and Vocational Studies, 119 Rackley Building, University Park, Pennsylvania 16802

Start—End Dates: Start Date 1 Oct 77; End Date 31 May 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8008

Summary of Project: The purpose of this study is to answer the following questions: (1) How satisfied are postsecondary students with their respective high school curricula–vocational, academic, or other programs? (2) Is postsecondary student satisfaction related to the type of postsecondary institution attended? (3) Does the interaction effect of high school curriculum and type of postsecondary institution attended affect student satisfaction? (4) What characteristics of high school students and high school program are predictive of postsecondary student satisfaction? (5) What are the best theoretical models to use in predicting postsecondary student satisfaction for vocational high school students, academic high school students, and students in other high school programs? This study is part of an ongoing Vocational Development Study which plans to cover a 10-year span and include the continuous study of three separate samples of 9th grade students for a 10-year period ending seven years after each sample leaves high school. The general design for this study is longitudinal and developmental, encompassing the movement of students over time along various paths. Student characteristics and program characteristics which have been measured and stored on computer tape when sampled students were in high school as well as student's postsecondary educational satisfaction will be measured by a newly developed questionnaire. After data is collected, various statistical techniques will be applied to answer the research question.

VTP-3026

Preparation of Bulletin 280, Business Law (Continuation).

Principal Investigator: Nichols, Natalie P.

Recipient Institution: Pennridge School District, North Fifth Street, Perkasie, Pennsylvania 18944

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17146

Contract and/or Control No.: 93-8003

Summary of Project: The objective of this project is to continue with the preparation of a course of study entitled, "Bulletin #280, Business Law," that will offer teachers a number of alternative teaching strategies and offer teachers solutions to the problems which may arise in and are peculiar to the teaching of business law. Procedures include: (1) continue to review current professional literature, textbooks, workbooks, articles relative to pertinent court cases, etc., relating to business law; (2) revise material that was previously written; (3) prepare chapters in areas such as evaluation, general contracts, special contracts, and court organization; (4) have material reviewed by at least one practicing attorney; (5) submit material as it is prepared to the Business Education Section, Department of Education, for review and possible revision.

VTP-3027

Preparation of V-TECS Catalog–Heavy Equipment Mechanic.

Principal Investigator: Smith, Curvin C.

Recipient Institution: Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237

Start—End Dates: Start Date 2 Jan 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8006

Summary of Project: The objective of this study will be to develop a V-TECS Catalog of performance objectives and criterion-referenced measures for Heavy Equipment Mechanic. The project director will submit to the State Technical Coordinator results of studies and analyses of data, catalogs of performance objectives, and criterion-referenced measures and will adhere to the detailed instructions provided by the Consortium staff. Specifically, AEC will implement the following procedures: (1) personnel development–intensive training to effectively utilize the data from the task analysis system; (2) the domain study for catalog development–encompasses the broad instructional area; (3) computer analysis of incumbent worker survey; (4) preparation of field review version of catalog; and (5) preparation of final catalog.

VTP-3028

Preparation of V-TECS Catalog–Solar Heating Mechanic.

Principal Investigator: Smith, Curvin C.

Recipient Institution: Associated Educational Consultants, Inc., 9800 McKnight Road, Pittsburgh, Pennsylvania 15237

Start—End Dates: Start Date 2 Jan 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8005

Summary of Project: The objective of this study will be to develop a V-TECS Catalog of performance objectives and criterion-referenced measures for Solar Heating Mechanic. The project director will submit to the State Technical Coordinator results of studies and analyses of data, catalogs of performance objectives, and criterion-referenced measures and will adhere to the detailed instructions provided by the Consortium staff. Specifically, AEC will implement the following procedures: (1) personnel development–intensive training to effectively utilize the data from the task analysis system; (2) the domain study for catalog development–encompasses the broad instructional area; (3) computer analysis of incumbent worker survey; (4) preparation of field review version of catalog; and (5) preparation of final catalog.

VTP-3029

Pre-Vocational Career and Skill Development.

Principal Investigator: Taylor, Ray L.

Recipient Institution: Schuylkill County AVTS, 420 North Centre Street, Pottsville, Pennsylvania 17901

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8008

Summary of Project: The objectives of this project are to (1) assist individuals in making meaningful choices; (2) prepare individuals for enrollment in advanced or highly skilled vocational-technical education programs; (3) develop a systematic way of field testing materials developed to solve the above listed problem; (4) develop curriculum material to assist students to make meaningful choices in all six vocational fields of education; and (5) assist boys and girls to make meaningful choices in other than traditional male and female careers. Materials developed last year will be field tested and rewritten this year. New curriculum materials will be developed for the balance of all vocational offerings available to students of grades 10, 11, and 12 throughout Schuylkill County. With the development of this new material, students should be able to make meaningful choices in all vocational course offerings available to them. The procedures will include meetings with vocational teachers and home school from 9th grade to determine basic skills to include as well as information needed for career awareness. Following this meeting, home school personnel will start to develop the needed curriculum.

VTP-3030

Project for Refining a Curriculum Guide in Modern Warehousing.

Principal Investigator: Sassaman, William F.

Recipient Institution: Temple University, Department of Vocational Education, 295 Ritter Addition, Philadelphia, Pennsylvania 19122

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7830

Summary of Project: The goal of this project is to continue the development of a curriculum guide in Modern Warehousing that will be useful in providing vocationally-oriented instruction through learning activities designed for entry-level occupations in warehousing. Based on feedback from users in established Pennsylvania Secondary School programs, portions of the guide will be refined and rewritten to enhance its usefulness as a teaching tool and to conform to IDECC purposes. Refinement activities will begin in November 1977. The feedback and fact-finding process will be ongoing throughout the current school year and serve as the basis for rewriting portions of the curriculum guide by June 1978.

VTP-3031

Revision of Bulletin 273, Accounting for Business Education Departments in Pennsylvania's Schools.

Principal Investigator: Brower, Edward B.

Recipient Institution: Temple University, Department of Vocational Education, 203 Ritter Addition, Philadelphia, Pennsylvania 19122

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8004
Summary of Project: The objective of this project is to design a revised course of study that will help accounting teachers improve instruction by presenting significant research contributions and recommended strategies. This publication will be written on the basis of a review of current literature and research and recommendations of secondary school accounting teachers. The draft manuscript will be revised and edited by the business education section of the Pennsylvania Department of Education. Upon completion, the publication will be distributed to all secondary schools in Pennsylvania.

VTP-3032

Teacher Expectancy as Related to Student Performance in Vocational Education.
Principal Investigator: Curtis, Samuel M.
Recipient Institution: the Pennsylvania State University, Department of Agriculture Education, 102 Armsby Building, University Park, Pennsylvania 16802
Start—End Dates: Start Date 1 Oct 77; End Date 31 Mar 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8003
Summary of Project: The objectives of the project are to (1) determine the effects of teacher expectation on student academic performance; (2) determine whether or not the expectation works in the same way in classes which require cognitive and psychomotor skills; (3) determine how the students feel about teacher expectation; and (4) determine the difference between two types of teacher expectation–positive expectation and constructive expectation. Four teachers from different schools will be selected. Two teachers will teach Milk Production and two teachers will teach Small Gasoline Engines. In Milk Production and Small Engines, emphasis will be given on cognitive and psychomotor skills, respectively. In all classes, seven to eight written assignments will be given during the experiment at designated times. In order to see how students respond to the expectation, the students will not be informed that they are part of the experiment. In each school, a pretest and teacher's evaluation form will be given to the class before the experiment. After one month, the posttest will be given, change in student performance will be measured, and effects of the teacher expectation will be evaluated.

VTP-3033

Teacher In-Service Metric Measurement Workshop.
Principal Investigator: Taylor, Ray L.
Recipient Institution: Schuylkill County AVTS, 420 North Centre Street, Pottsville, Pennsylvania 17901
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 20-7832
Summary of Project: The objectives of this project are to (1) provide a two-day metric measurement inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide 10 hours of classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project.

VTP-3034

Teacher In-Service for Metric Workshop.
Principal Investigator: Muzzi, Robert D.
Recipient Institution: Lackawanna County AVTS, 3201 Rockville Avenue, Scranton, Pennsylvania 18508
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 20-7831
Summary of Project: This project will provide a one-day inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom. Teachers will facilitate student instruction through the use of developed instructional packages peculiar to their program area. Students will be able to obtain an acceptable level of performance in the use of metric-measuring devices and conversion methods. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will: (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project.

VTP-3035

Teacher In-Service Workshop for Metrics.
Principal Investigator: Nicklow, Everett E.
Recipient Institution: Somerset County AVTS, R.D. 5, Vocational-Technical Road, Somerset, Pennsylvania 15501
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 20-7833
Summary of Project: The objectives of this project are to (1) provide a two-day metric measurement inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project.

VTP-3036

Typewriting for Business Education Departments in Pennsylvania's Public Schools.
Principal Investigator: Leffingwell, Elsie L.
Recipient Institution: Robert Morris College, Business Teacher Education Department, Narrows Run Road, Coraopolis, Pennsylvania 15108
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8002
Summary of Project: The objective of this project is to design a revised course of study that will help typewriting teachers improve instruction by presenting significant research contributions and recommended teaching strategies. This publication will be written on the basis of a review of current literature and research and recommendations of secondary school typewriting teachers. The draft manuscript will be revised and edited by the business education section of the Pennsylvania Department of Education. Upon completion, the publication will be distributed to all secondary schools in Pennsylvania.

VTP-3037

Vocational Education Information Network–VEIN (Continuation of 14-6811).
Principal Investigator: Keyes, Erma D.
Recipient Institution: VEIN, Millersville State College, Millersville, Pennsylvania 17551
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 19-7804
Summary of Project: The objectives of this project include: (1) operating the resource dissemination system within the approved budget to effect the delivery of products and services to vocational educators in Pennsylvania; (2) disseminating results of research, programmatic developments, and curriculum products to vocational educators in Pennsylvania to facilitate their use; (3) implementing the systematic diffusion and development of integral components of the V-TECS curriculum program in Pennsylvania; and (4) implementing staff development programs for vocational educators in Pennsylvania. VEIN's services are available to individuals, agencies, and institutions involved with the delivery of instruction to vocational education students and practitioners in Pennsylvania. Some services are designed for specific audiences while others are intended for the broad based population of vocational educators. All dissemination, curriculum, and staff development activities will be designed in cooperation with personnel from the RCU, BVE, and, where appropriate, with the local program staff members. Materials disseminated are retrieved from the ERIC, AIM/ARM, PA and VF (Vocational Facilities) collections for duplication as microfiche or printed copy.

VTP-3038

Vocational Task Analysis and Skill Training for the Trainable Mentally Retarded (Continuation of 17-7006).

Principal Investigator: Clark, Daniel A.
Recipient Institution: Altoona AVTS, 1500 Fourth Avenue, Altoona, Pennsylvania 16603
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8006
Summary of Project: The objectives of the project are to (1) determine whether or not TMR students can learn entry-level skills needed to become employable; (2) determine what types of vocational training can best be learned by TMR students that will eventually lead to employment; (3) identify target behaviors and characteristics in TMR students that might cause them to succeed or fail in the world of work; and (4) place students in competitive industry where, as a direct result of their vocational training, they are most likely to succeed. Procedures include: (1) establish, identify, and test selection criteria; (2) vocational task analysis and skill assessment; (3) vocational development (basic motor as well as behavioral); (4) work adjustment and job placement; and (5) evaluation.

VTP-3039

Vocational-Technical Education Consortium of States (V-TECS) Membership.

Principal Investigator: Hirst, Ben A.
Recipient Institution: Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia 30308
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 19-7806
Summary of Project: The objectives of this project are to (1) enroll for one year as a member of V-TECS; (2) develop agreed upon catalogs for V-TECS; (3) hire a technical coordinator for V-TECS activities; and (4) provide one representative to serve as a member of the Board of Directors of V-TECS. The technical coordinator, under the direction of the RCU director, will manage the diffusion activities of V-TECS. Specific activities will be the development of a preservice and inservice teacher education program concerning the proper utilization of V-TECS materials and to develop a statewide dissemination plan for the finished products. The RCU will plan and coordinate the development of agreed upon catalogs for V-TECS and monitor the development of the catalogs and approve the major steps for each specified task. The RCU will also be responsible for activities assigned by the V-TECS Board of Directors.

Project Title List (by state)

Florida	Acquisition of Teaching Aids.	VTP-2988
	Development of Competency Based Teaching Aids in Vocational Agriculture.	VTP-2989
	Maintenance of Florida's Educators' Information Service.	VTP-2990
	Production of V-TECS Catalogs.	VTP-2991
	Project Designed to Develop Individualized Instructional Aids (Continuation).	VTP-2992
	Validation and Revision of Curriculum Materials at the Sarasota County Student Center.	VTP-2993
	Vocational-Technical Education Consortium of States (V-TECS) (Continuation).	VTP-2994
	Vocational-Technical Education Consortium of States (V-TECS) (Continuation).	VTP-2995
Illinois	Word Processing Curriculum Model and Teacher's Guide Workshop.	VTP-2996
Mississippi	Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors (Continuation).	VTP-2997
Missouri	Career Seminars in Business, Industry, Government, and Service Occupations.	VTP-2998
	Careers in Criminal Justice Slide Presentation.	VTP-2999
	Community Occupational Survey.	VTP-3000
	Comparison of Reading Readiness of Vocational-Technical Students and the Success Attained in These Courses.	VTP-3001
	Determination of Missouri Home Economics Teachers' Training Needs Related to Instruction.	VTP-3002
	Develop a Comprehensive Program of Job Seeking Skills for Students Enrolled in the Occupational Division of a Community College.	VTP-3003
	Develop a File Guide for Job Development/Job Placement Programs.	VTP-3004
	Development of a Model for Distributive Education Programs in Area Vocational-Technical Education Schools.	VTP-3005
	Development of Career Program Directory	VTP-3006
	Development of Off-Farm Supervised Occupational Experience Program Materials for Vocational Agriculture Students.	VTP-3007
	Effects of Noise on Reading Comprehension and Task Completion Time.	VTP-3008
	Effects of Vocational Education Programs and AWCI – Assessment Feedback on Student Achievement of Affective Work Competencies.	VTP-3009
	Investigation of Consumer Course Content and Methodology and Related Needs of Consumer Education Teachers in Missouri.	VTP-3010
	Mid-Management Model College Retail Store.	VTP-3011
	Missouri Vocational Home Economics Teachers Perceived Use of Instructional Materials.	VTP-3012
	Personality Characteristics, Interpersonal Values, and Leadership Attitudes of Mid-Level Managers.	VTP-3013
Nebraska	Curriculum Dissemination Project for Selected Industrial Education Teachers.	VTP-3014
Pennsylvania	Agricultural Products (Continuation of 20-6807).	VTP-3015
	Continuation and Expansion of VEDA – Vocational Exploration: A Development Approach for Junior High School (Continuation of 20-681[illegible]).	VTP-3016
	Curriculum Materials Review and Student Resource Center.	VTP-3017

Developing Curriculum Resource Materials (Modules) for Teaching Health Occupations.	VTP-3018
Farm Management Analysis Education Institute (Continuation of 20-6808).	VTP-3019
Focus on Careers (Continuation of 20-6804).	VTP-3020
Improved Teaching Via Curriculum Changes.	VTP-3021
Mainstreaming Vocational Education (Continuation of 19-6816).	VTP-3022
Metrics Instruction.	VTP-3023
Physical Accessibility of Public Supported Vocational Schools for Handicapped Students.	VTP-3024
Predicting Satisfaction in Postsecondary Study from High School Students and Programmatic Characteristics.	VTP-3025
Preparation of Bulletin 280, Business Law (Continuation).	VTP-3026
Preparation of V-TECS Catalog – Heavy Equipment Mechanic.	VTP-3027
Preparation of V-TECS Catalog – Solar Heating Mechanic.	VTP-3028
Pre-Vocational Career and Skill Development.	VTP-3029
Project for Refining a Curriculum Guide in Modern Warehousing.	VTP-3030
Revision of Bulletin 273, Accounting for Business Education Departments in Pennsylvania's Schools.	VTP-3031
Teacher Expectancy as Related to Student Performance in Vocational Education.	VTP-3032
Teacher In-Service Metric Measurement Workshop.	VTP-3033
Teacher In-Service for Metric Workshop.	VTP-3034
Teacher In-Service Workshop for Metrics.	VTP-3035
Typewriting for Business Education Departments in Pennsylvania's Public Schools.	VTP-3036
Vocational Education Information Network – VEIN (Continuation of 14-6811).	VTP-3037
Vocational Task Analysis and Skill Training for the Trainable Mentally Retarded (Continuation of 17-7006).	VTP-3038
Vocational-Technical Education Consortium of States (V-TECS) Membership.	VTP-3039

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